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ABSTRACT

This guide provides the teacher of Russian with helpful background material and activities on the geography of the Soviet Union and the history of Russia as well as its customs, traditions, literary selections, songs, foods, and festivals. In addition to these topics, the introductory chapter outlines a philosophy for teaching and learning Russian language and culture, and program objectives. The final chapters list audiovisual resources, dictionaries, texts, and other resource materials. (AMH)

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Russian
Resource Materials Guide

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1959

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Governor, State of Hawaii

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FOREWORD

Examination of a map of the world reveals that Russia, a country occupying one-sixth of the earth's land mass, is closer to Hawai'i than are China, Japan, or Korea. If only because of this size and geographical proximity, we cannot afford to be ignorant of Russian language and culture.

There are other reasons, to be sure, for introducing Hawai'i's students to a language spoken by 280 million people and studied by an estimated half a billion people. Russian is one of the five official languages of the United Nations. It is a close second to English in the sciences, and the ability to read Russian scientific and technical literature has become increasingly vital to our nation.

Russia has given our world a legacy of historical and political influences, riches of literature, music and art, and advances in science and technology.

Russia and its people may seem remote, aloof, even mysterious. We should not forget, however, that the Russian flag once flew on Kaua'i and O'ahu. There are reminders to this day in our state of early Russian visits: the old Russian Fort at Waimea, Kaua'i; Aloha Tower which stands on the site of a Russian fur traders' fort; and Fort Street which is named after an incident during which the Russian flag was raised over a blockhouse ready for action against Kamehameha's chiefs.

This guide is intended for all those dedicated to parting the Iron Curtain, to learning about the Russian people, to studying the culture embedded in their language. Through it our students may come to realize the many ways of looking at things and the many ways of doing and expressing things, and understand that differences and similarities do not inevitably symbolize issues of right and wrong.

CHARLES G. CLARK
Superintendent of Education

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The American Association of Teachers of Slavic and Eastern European Languages, Hawai'i Chapter, has played a key role in assisting our Educational Specialist for the Asian, European and Pacific Language Program in preparing this guide.

Dr. Larry Heien and Dr. Michael Klimenko of the University of Hawai'i and Mr. Walter Holden of Iolani High School reviewed the document and made useful suggestions and comments which were incorporated into the work.

Special acknowledgment is due to Mrs. Viveca Seymour, who wrote, compiled and edited most of the materials. Her dedication to the study of Russian language and culture as well as her natural talents and love of teaching was the needed ingredient which made this volume a reality.

Miss Renee Iijima, a young artist of Hawai'i, is responsible for the art research and designs. She personally drew the original works which add special life and interest to the script.

Mrs. Joyce Torres patiently smoothed away the many inevitable secretarial details.

jdw

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CHAPTER ONE

A PHILOSOPHY FOR TEACHING AND LEARNING RUSSIAN LANGUAGE AND CULTURE

Multiplicity of language is a reality of human existence. More than three-quarters of the world's population do not speak English as their native language. Those who have not acquired a minimal proficiency in a second language have missed experiences essential to understanding the world in which we live. Errors in understanding the language, actions, customs and beliefs of other peoples lead to misunderstandings which are costly politically, scientifically, and socially. They are misunderstandings which the world can no longer afford.

The learning of a second language and the acquiring of a fundamental understanding of its culture may have practical and utilitarian value only to a certain few, but they can contribute to the enrichment and personal growth of all who undertake their study.

The study of Russian is not limited to those who are ethnically Russian. Everyone who wishes to learn the language can do so and should be given the opportunity to do so. As is true with the learning of any second language, the earlier one begins to study Russian the better. Today is better than tomorrow.

While the main purpose of learning Russian is not to produce future specialists in that language, it is true that the study of Russian can lead to further study of language and of related fields such as Russian history, art, literature, geography, religion, and philosophy at the postsecondary level. The immediate benefit is that students can gain an understanding of the Soviet Union and the Soviets directly through the language. The study of Russian can lead to a career in a field directly related to the language. It can also be extremely useful as a secondary skill in business, law, politics, medicine, science, and technology.

Understanding of the culture of another country contributes to a general and liberal education in three ways: 1) students gain an understanding of the nature of culture itself, 2) they reduce their bondage to a single culture, and 3) they can achieve a greater understanding of their own cultural background.

Students get to know a people in greater detail in foreign language study than through the social studies. This is because students of a second language focus on the civilization and culture of one people. Such a narrowing of focus is an essential part of the second language sequence. Thus, the teacher should consciously plan for teaching culture and civilization.

This Russian Resource Materials Guide is designed to provide the teacher of Russian with helpful background material about the history of Russia and its customs, traditions, literary selections, songs, foods, and festivals. The resource materials presented are broad enough in scope to suggest more ideas and activities to teachers who wish to make their own instructional units. They will aid teachers in combining instruction in both linguistic skills and culture knowledge.

PROGRAM OBJECTIVES: RUSSIAN CULTURE

The objectives of culture instruction within the Russian language program include the following:

1. To expose students to the reality that the Russian peoples have other ways of understanding the world as evidenced by the language they speak.
2. To relate the teaching of Russian to students' lives, interests, and goals.
3. To create an interest in Russian society as it is today wherever Russian is spoken.
4. To teach the general concepts applicable to many cultures as illustrated by the specific concepts of Russian language and culture.
5. To show where culture is reflected in the language and teach students to recognize cultural differences or similarities as expressed through the Russian language.
6. To help students see the differences and similarities in lifestyles and values between the Russians and the people of the United States, in particular those in Hawai'i.
7. To foster empathy, curiosity, flexibility, and increased self-awareness through the study of Russian culture.
8. To present Russian language and culture which reflect current usage and actual facts.
9. To provide students with the knowledge and understanding of common Russian customs and traditions.
10. To create an awareness and appreciation of Russian history, art, music, literature, and philosophy.
11. To introduce aspects of geography, government, and politics of the Soviet Union.
12. To emphasize crosscultural relation skills (leave takings, greetings) which are as important to communication as mastery of Russian grammar.
13. To make the public and the community in general more aware of the benefits of learning Russian language and understanding Russian culture.

CHAPTER 2

Murmansk
Kola Pen.
Riga
Dorpat
L. Ladoga
Kronstadt
St. Petersburg
Pleskau
Archangel
Novgorod
Volkhov
L. Onega
Kholmogory
Vitebsk
Smolensk
Vologda
Jaroslavl
Kotlas
Kaluga
Kiev
Kostroma
Tula
Moscow
Vladimir
Pechora
Odessa
Krivoi Rog
Poltava
Kolomna
Nijni-Novgorod
Dniepropetrovsk
Kharkov
Lipetsk
Zaporozhe
Voronezh
Volga
Kazan
Simferopol
Sevastopol
Taganrog
Yuzovka
Perm
Yakutsk
Saratov
Kerch
Rostov
Lena
BLACK SEA
Tsaritsyn
Maikop
Astrakhan
Batum
Tiflis
CASPIAN SEA
L. Baikal
Baku
Aral Sea
Ulan Ude
Balkhash
L. Balkhash
Tashkent
Alma Ata
Samarkand

GEOGRAPHY OF THE SOVIET UNION

The most significant fact about the Soviet Union is its size. Covering one-sixth of the earth's surface, the country measures an area of 22.4 million sq km or 8.6 million square miles. The Soviet Union is twice the size of China, three times as big as the United States or Australia, and 93 times the size of the United Kingdom. (See Illustration 1) A large country such as this has varied physical, political and historical geography.

Physical Geography:

A country of such enormous size obviously has a great variety of physical conditions within its boundaries. The different surface configurations in the Soviet Union consist of plains, mountains, and hills and low plateaus. (See Illustration 2) Varying natural regions include:

1. Tundra--occupies 15% of the area of the U.S.S.R. It lies to the north of the 10°C July isotherm and has cold winters and light precipitation, although snow may occur at anytime during the year. An interesting feature of this region is permafrost, which is the ground in which the moisture below is permanently frozen. The permafrost zone reaches into other regions and in total covers 10 million sq km or some 45% of the territory of the U.S.S.R.

2. Taiga or Coniferous Forest--is the largest and most continuous of the natural regions. It occupies the European and West Siberian Lowlands north of latitudes 53-58°N, as well as the greater part of the U.S.S.R. east of Yenisey. There is a predominance of coniferous forests and some large stretches of bog vegetation in some areas. Summers are warm and winters are long and cold.

3. Mixed and Deciduous Forest--lies south of the taiga. This area is mostly confined to the European part of the Soviet Union, and has a less severe climate than that of the taiga. Winters are still cold, but temperatures fluctuate and thaws sometimes occur.

4. Wooded Steppe--is the transitional zone between the forests of the north and the steppes of the south. Vegetation alternates between deciduous woods and grasslands. There is a southward increase in temperature and decline in precipitation.

5. Steppe--covers about 15% of the U.S.R. and stretches in a continuous belt from the western frontier to the Atlay Mountains. The climate is warmer and drier than the forested zones to the north.

6. Dry Steppe and Semi-desert--is located south of the steppe, running

eastward from a line midway between the Black Sea and the Caspian Sea. Rainfall decreases and summer temperatures are higher in this region.

7. Desert--extends from the northern and eastern shores of the Caspian Sea to the foothills of the Atlay and Tyan' Shan' Mountains. Annual rainfall is low, winters are cold but short, summers are long and extremely short.

8. Humid Sup-tropics--are found in two regions: the Black Sea Coast of Transcaucasia and the smaller Lenkoran' Lowland adjoining the Persian frontier west of the Caspian Sea. There are mild winters, hot summers and heavy rainfall in the winter.

9. Southern Mountain Areas--are small natural regions in close proximity to each other. They are located along the southern borders of the U.S.S.R. They include Southern Crimea, the Caucasus, Transcaucasia, Armenian Plateau, mountains of Soviet Central Asia, the Atlay Mountains, and the mountains of Siberia and the Far East.

(See Illustration 3)

Political Geography:

The U.S.S.R. is divided into political-administrative areas, the boundaries of which are intended to enclose the main settlement zones of various national groups. These divisions are represented in the central zones of the Soviet government.

To briefly review the political organization of the country, the highest legislative and administrative body of the U.S.S.R. is the Supreme Soviet, which meets at least twice a year. This body elects the Praesidium, which carries on the work of the government between sessions, although their work is subject to the approval of the Supreme Soviet. The latter is divided into two chambers, the Soviet of Union and the Soviet of Nationalities. The first is elected by direct ballot by all of the citizens over the age of 18. Each electoral area of 300,000 people elects one deputy to the Soviet of Union. On the other hand, the Soviet of Nationalities is elected on the basis of the various political units which make up the U.S.S.R. This body ensures that the interests of the smaller groups are not overridden.

There are presently 15 full union republics. The Russian Soviet Federative Socialist Republic (R.S.F.S.R.) covers Russian homeland, Siberia, and the Far East. The other fourteen Soviet Socialist Republics (S.S.R.s) represent the more numerous minority peoples of the U.S.S.R. S.S.R.s must have a frontier with the outside world, resulting in a number of large nationalities such as Tartars, who can never attain S.S.R. status, not having an exterior frontier. Along the western frontier lie Estonia, Latvia, Lithuania, Belorussia, Ukrainia, and Moldavia. Georgia, Armenia, and Azerbaydzhan are in Transcaucasia, while Soviet Central Asia consists of Kazakh, Turkmen, Uzbek, Tadzhik, and Kirhiz. (See Illustration 4)

Subordinate to the S.S.R.s are the Autonomous Soviet Socialist Republics (A.S.S.R.s). These indicate mixed ethnic composition of areas. The parts of the R.S.F.S.R. which do not have A.S.S.R. status, together with the larger S.S.R.s are divided into oblasts and krays. (See Illustration 5) These have no direct political significance, and are instead purely administrative and economic in function.

The oblast is the basic economic unit into which all but a few of the smaller S.S.R.s are divided. Each oblast has an industrial and an agricultural element. The kray is found only in the R.S.F.S.R. In function it is similar to the oblast, but usually much larger in size, and occurs in thinly populated areas.

The third grade below the S.S.R.s and the A.S.S.R.s is the Autonomous Oblast, of which there are eight. The Autonomous Okrugs are at the lowest level, and there are ten. They represent the smaller and less advanced of the Soviet peoples, particularly those in Siberia.

Although this administrative structure of the Soviet Union may seem complex, it is flexible. Regrouping of areas and boundary changes are frequent, particularly at the oblast and kray level.

Historical Geography:

In the second century A.D., suffering a serious defeat at the hands of the Romans, the Slavs migrated northeastward through the Carpathian Mountains to settle. By the ninth century they had colonized much of the East European Plain. In the second half of the ninth century the Scandinavians, or Varangians, appeared and stayed to rule. They set up a loose federation known as Kievan Russia. The fall of Kiev in 1240 stimulated migration northward. This area became known as Muscovy.

The first stage of expansion took place under Ivan the Terrible (1533-84). He captured Kazan in 1552 and extending power to the Caspian Sea, he took Astr Khan in 1556. Over the next hundred years, attention was devoted to rapid expansion eastward to Siberia.

Russian advance into Central Asia was considerably slower than that into Siberia. As late as 1880 the Russian frontier lay roughly along the present boundary of Kazakh. During the 19th century, however, there was more growth. By 1850 the steppe and desert zones had been absorbed. Tashkent fell to the Russians in 1865, Bukhara and Samarkand in 1868.

In 1801 the Russians took control of the Kingdom of Georgia, and in 1828 they annexed parts of Azerbydzhan and Armenia from Persia. The Russian frontier in Transcaucasia reached its approximate position in 1878.

European frontiers were reached during the 18th and 19th centuries. Latvia was annexed by Peter the Great (1689-1725) as a result of the war against Sweden (1700-21). Other lands gained through this war include Estonia, and the lands around the head of the Gulf of Finland. The capture of Sevastopol in 1783 and Odessa in 1792 established Russian power along the northern shores of the Black Sea. In 1812 Moldavia was annexed from Turkey. As a result of World War I and II, lands changed hands several

15

times, and the U.S.S.R. today remains appreciably smaller than the Russian Empire at its maximum extent. (See Illustration 6)

Illustration 1

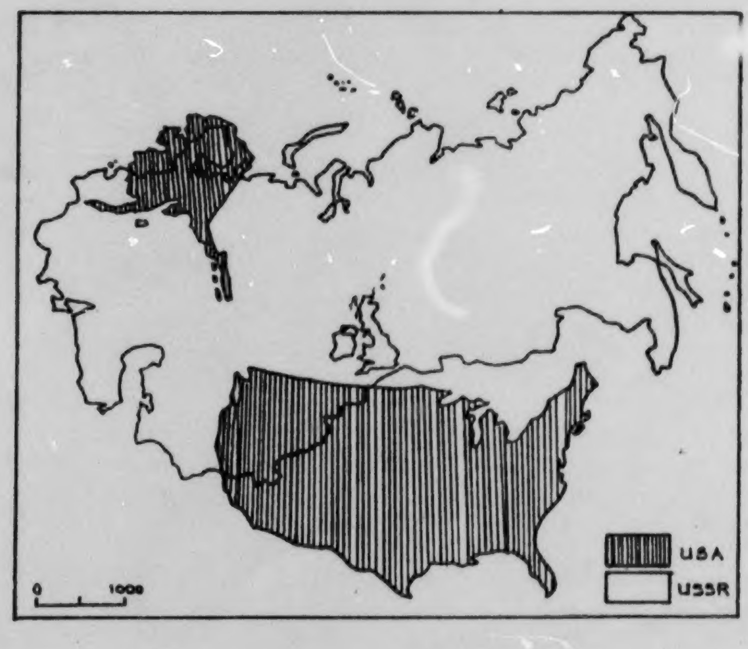

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Illustration 2

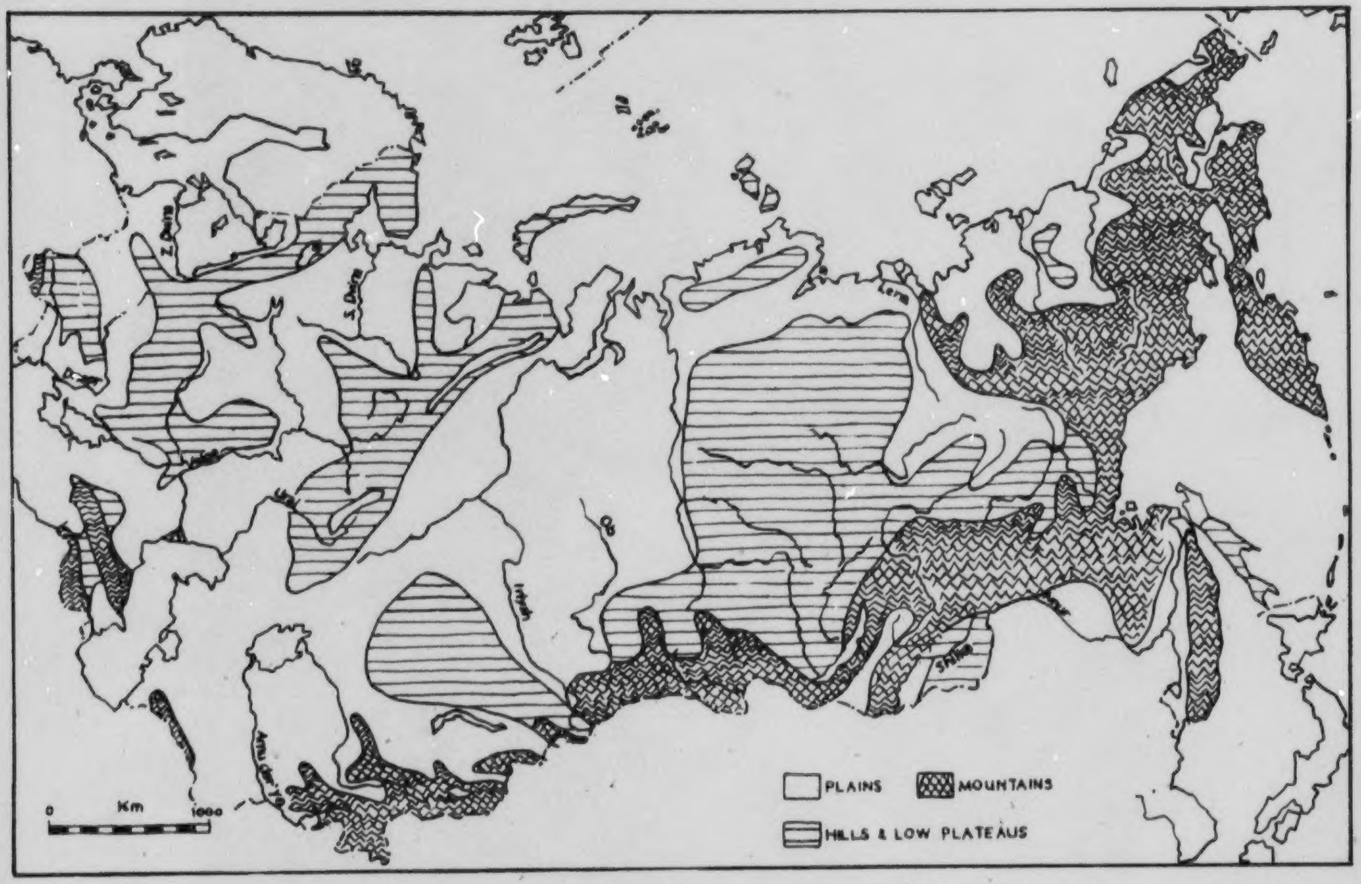

Z. Dvina
S. Dvina
Ob
Irtysh
Lena
Shilka
Amu Dar'ya
0
Km
1000
PLAINS
MOUNTAINS
HILLS & LOW PLATEAUS

Illustration 3

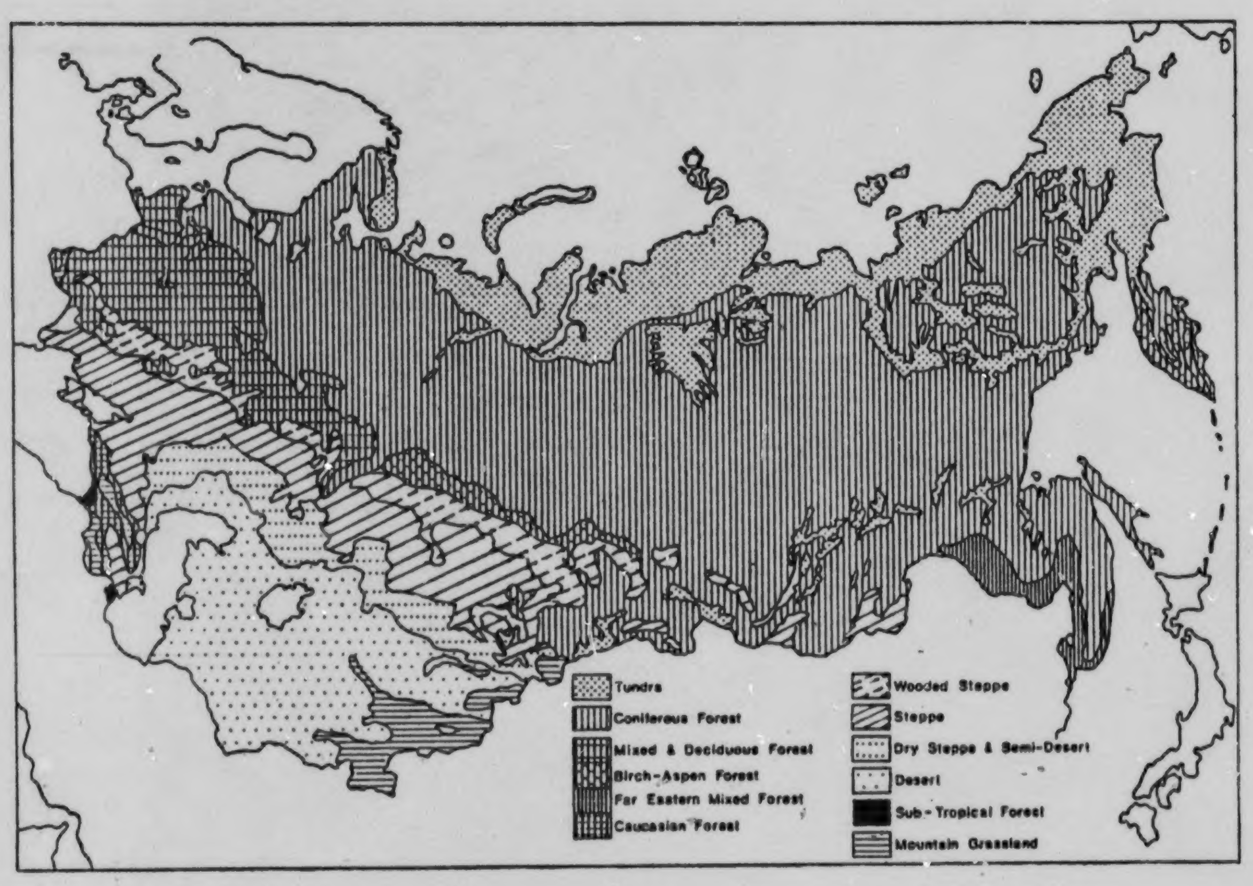
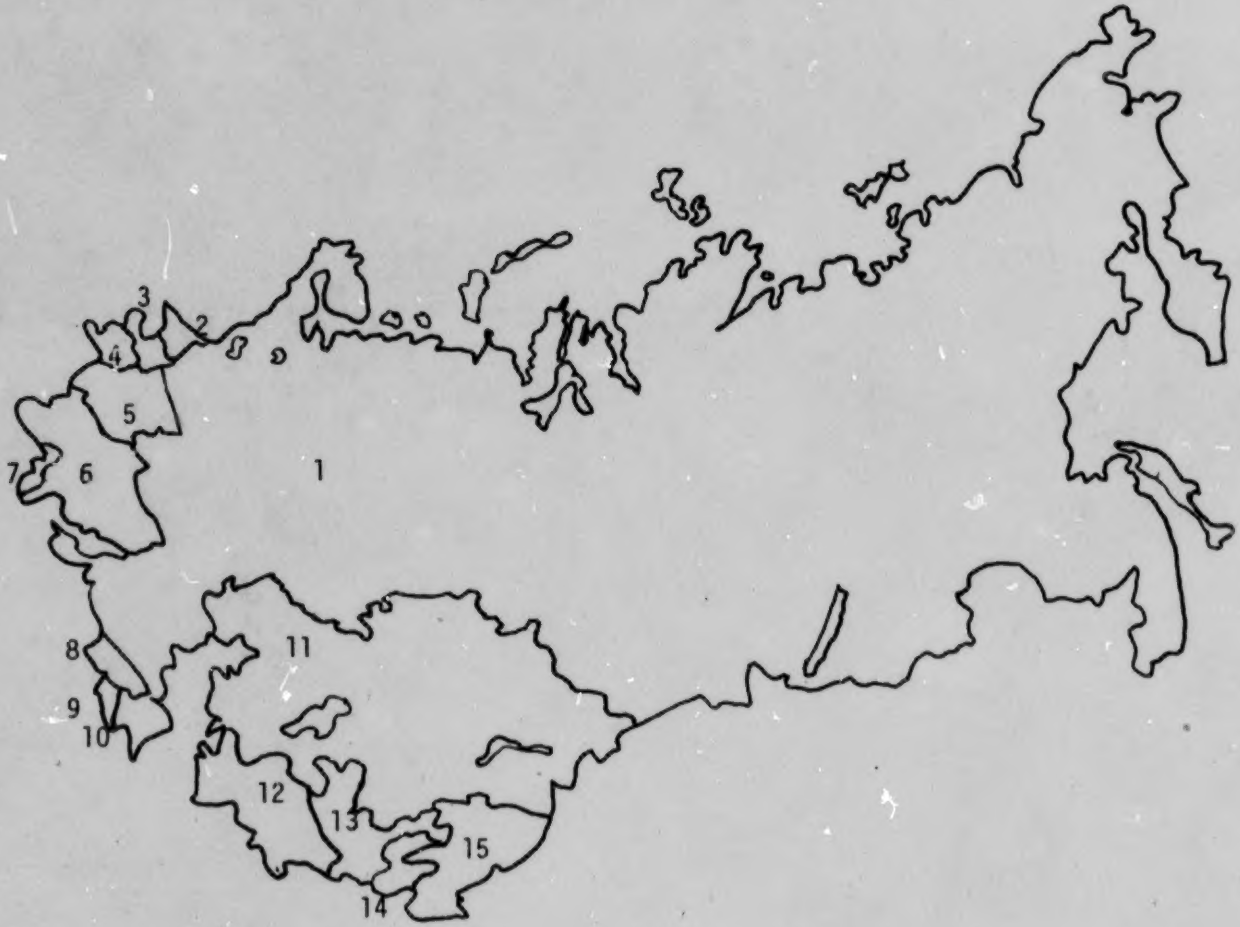

Tundra
Coniferous Forest
Mixed & Deciduous Forest
Birch-Aspen Forest
Far Eastern Mixed Forest
Caucasian Forest
Wooded Steppe
Steppe
Dry Steppe & Semi-Desert
Desert
Sub-Tropical Forest
Mountain Grassland

Illustration 4

THE UNION OF SOVIET SOCIALIST REPUBLICS



1. Russian Soviet Federative Socialist Republic
2. Estonian Soviet Socialist Republic
3. Latvian S.S.R.
4. Lithuanian S.S.R.
5. Belorussian S.S.R.
6. Ukrainian S.S.R.
7. Moldavian S.S.R.
8. Georgian S.S.R.
9. Armenian S.S.R.
10. Azerbaijan S.S.R.
11. Kazakh S.S.R.
12. Uzbek S.S.R.
13. Uzbek S.S.R.
14. Tajik S.S.R.
15. Kirghiz S.S.R.

Illustration 5

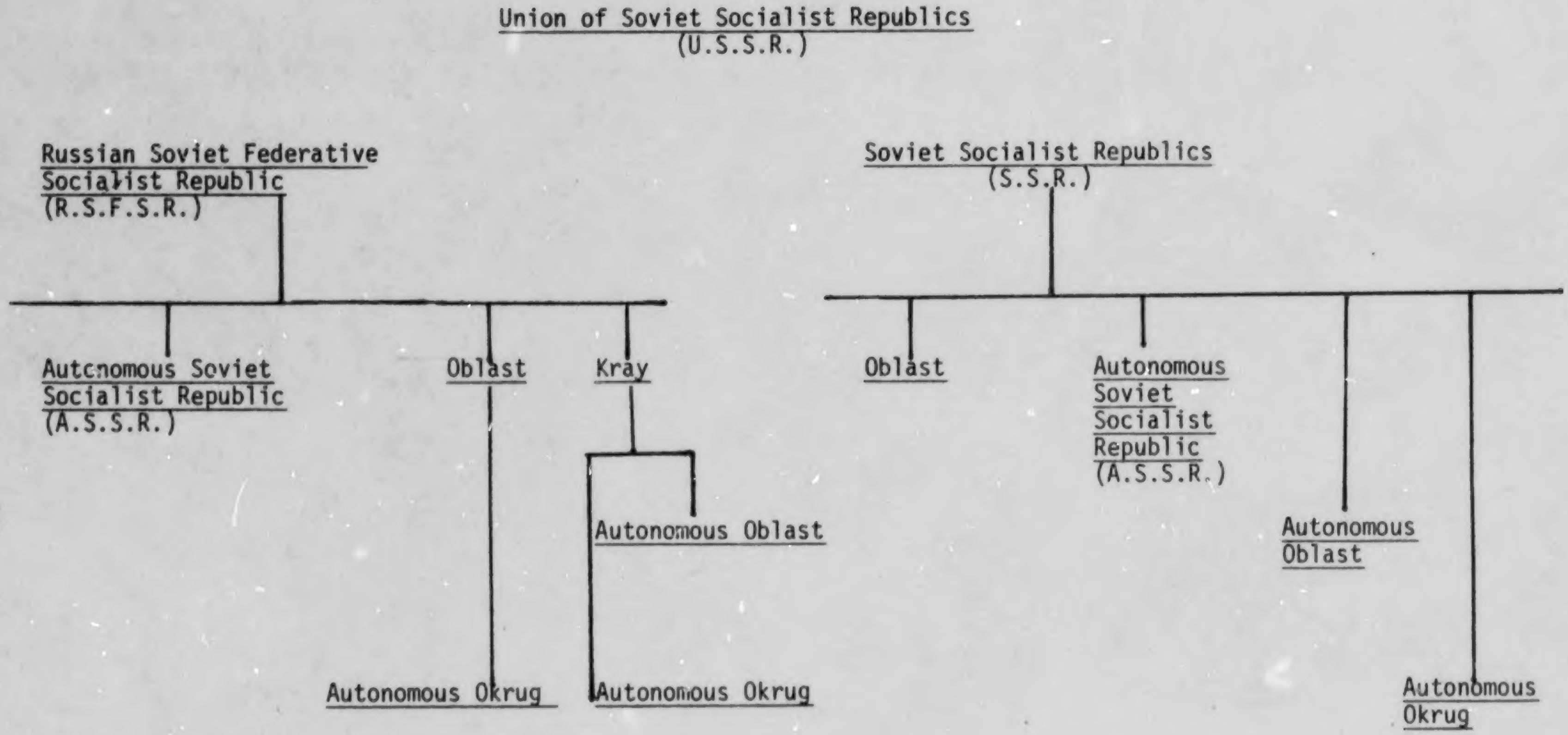
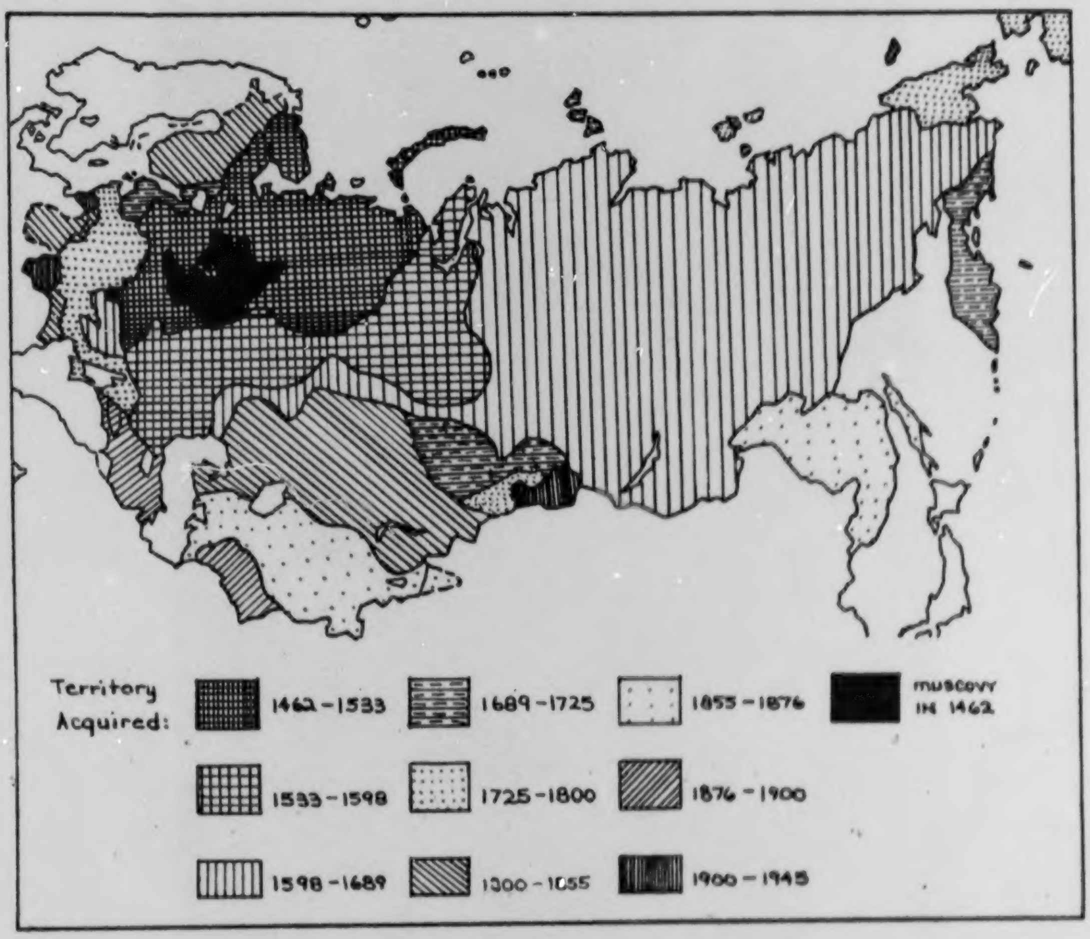
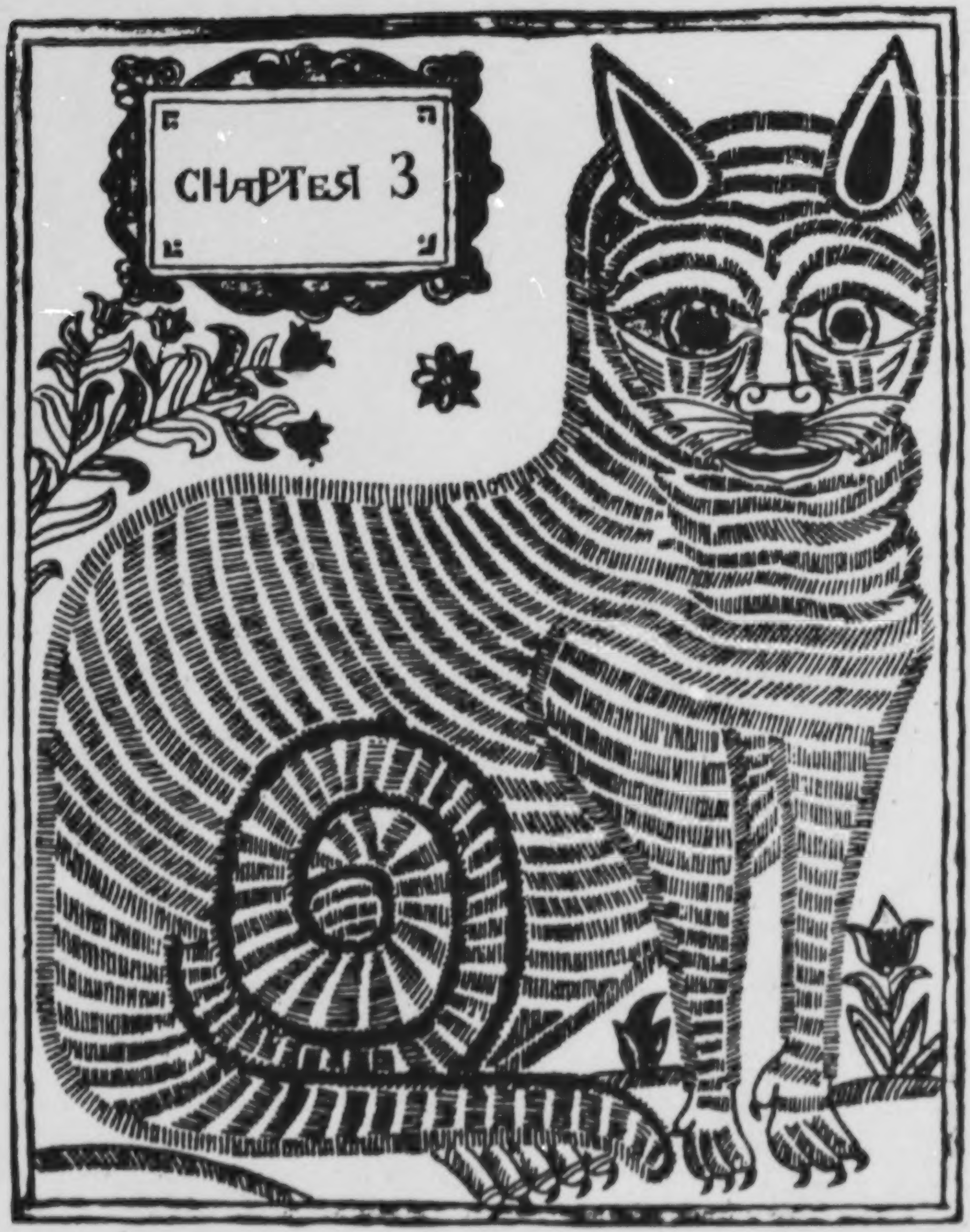

Union of Soviet Socialist Republics
(U.S.S.R.)
Russian Soviet Federative Socialist Republic
(R.S.F.S.R.)
Autonomous Soviet Socialist Republic
(A.S.S.R.)
Oblast
Kray
Autonomous Oblast
Autonomous Okrug
Autonomous Okrug
Soviet Socialist Republics
(S.S.R.)
Oblast
Autonomous Soviet Socialist Republic
(A.S.S.R.)
Autonomous Oblast
Autonomous Okrug

Illustration 6


Territory Acquired:
1462-1533
1689-1725
1855-1876
Muscovy in 1462
1533-1598
1725-1800
1876-1900
1598-1689
1800-1855
1900-1945



A lubok satirizing Peter the Great as "The Cat of Kazan."

A SHORT HISTORY OF RUSSIA

EARLY RUSSIA

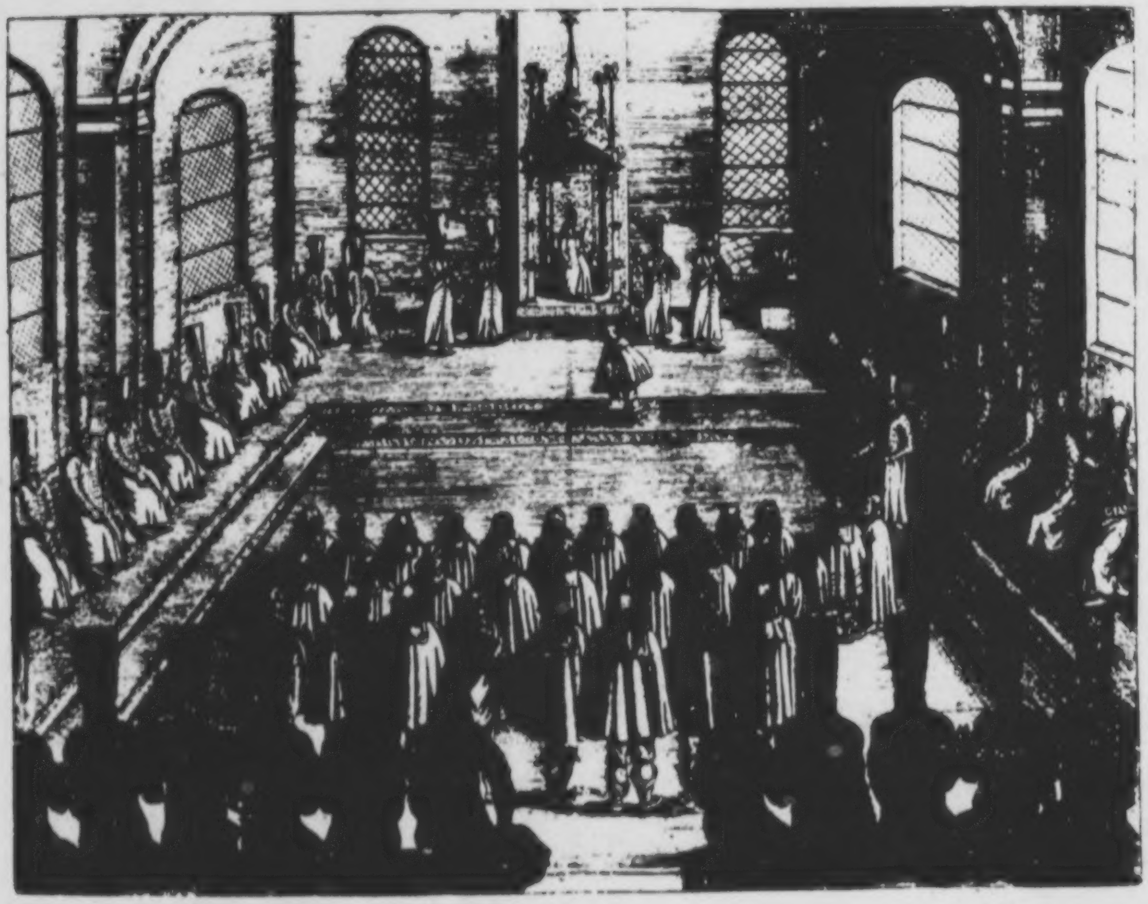
17TH AND 18TH CENTURIES

19TH CENTURY

THE COMMUNIST ERA

CHRONOLOGICAL LIST OF DATES

For more information about the history of Russia, see A Student's History of Russia by Sheila Jones. (New York: Pergammon Press, 1966)



Mikhail Romanov, the first Romanov Tsar, receiving a foreign embassy in the Throne Room of the Kremlin.

EARLY RUSSIA

The first settlements in Russia developed along the Dneiper River. Nomadic and semi-nomadic tribes flowed back and forth across the plain formed by the Dneiper and Volga Rivers. Coming from the east and north, these tribes consisted of Scythians, Sarmatians, Goths, Huns, Avars, and Khazars. In time, Slavic tribes appeared on the slopes of the Carpathian Mountains.

In 5 A.D., the great movement of the Asiatic tribes known as the Huns began under Attila the Hun. Moving westward across the Russian plains, they advanced as far as France. These Huns disturbed the Slavs, and in the 6th and 7th centuries the Slavic tribes left the mountains for the Russian plain, settling along the river routes.

Kievan Russia

In the mid-ninth century, the Varangians (or Vikings) began to migrate eastward in all directions. Crossing the Baltic Sea into Russian territory, they found a water route to Byzantium along the many rivers of this region, and settled into the Slav towns already built, which they used as trading posts.

The history of the first Russian state begins in the 9th century when the Slav townships along the rivers accepted the overlordship of the Varangians. These people made Kiev the capital of their new state, and in the following two centuries, Kiev expanded and became very prosperous. The adoption of the Orthodox form of Christianity brought Kiev within the cultural orbit of Byzantium, and the city's subsequent development was therefore very different from that of cities in Western Europe.

The existence of Kievan Russian was short-lived, however. Disruption between various memebers of the ruling princely families, together with increasingly unsafe conditions for living and trade, eventually brought about its downfall. Kiev itself was sacked by a coalition of princes and left a mere shadow of its former greatness, while a new capital was set up in Vladimir in the north.

Mongol Rule

Because the Russian state was not yet unified, the country was still open to danger of invasions. Around 1223, Mongols (or Tartars) made their first appearance in Russia. Having conquered Northern China and attacked India, Persia and Arabia under the leadership of Genghis Khan, they advanced westward to the Caucasus and attacked the Polovtsy in the steppes of the Black Sea. After victory over the Russian princes, the Mongols disappeared into the Caucasus as suddenly as they had come. (See Illustration 7)

The Mongols returned under the leadership of Khan Batu, a nephew of Genghis Khan, in 1240. The Russian princes were defeated and Kiev was captured. In 1242 the Mongols established a state known as the Golden Horde and made their headquarters at Sarai on the Volga.

Mongol rule was both good and bad for Russia. After 200 years of invasions and confusions, peace and prosperity led to the restoration of order, and, as a result, trade began to flourish. From a cultural point of view, however, Mongol rule was detrimental. There was a decline in art and architecture, and in the literary style of the chronicles and religious writings. There was a definite break in cultural relations between the Orthodox Russians and the Catholic nations of Western Europe. Because there was so little contact with the west, Russia became in effect an Asiatic country due to the Mongol presence, and many Asian customs and standards became part of Russian life.

The Rise of Muscovy

When Mongol power began to decline in the fifteenth century, Russia emerged as an independent state once again under the leadership of Muscovy. The Muscovite Grand Dukes, who later came to be known as Tsars, expanded their territory at the expense of all the other Slav principalities, with the exception of the so-called "western lands," comprising most of the area ruled by the former Kiev Russia, which had since become a part of Lithuania. They also drove out the Mongols from Russian territory.

These new conquests were administered by means of an autocratic government strengthened by Byzantine and Mongol influence. In spite of a period known as the Time of Troubles, the Muscovite state continued to expand and became more powerful.

Ivan the Great

Ivan III (1462-1505), a prince of Moscow, is known in Russian as Ivan the Great and is considered as the founder of modern Russian. He adopted the title Tsar, a Russian adaptation of the Latin title Caesar which had originally been the Russian name for the Byzantine emperor.

The Reign of Ivan the Terrible

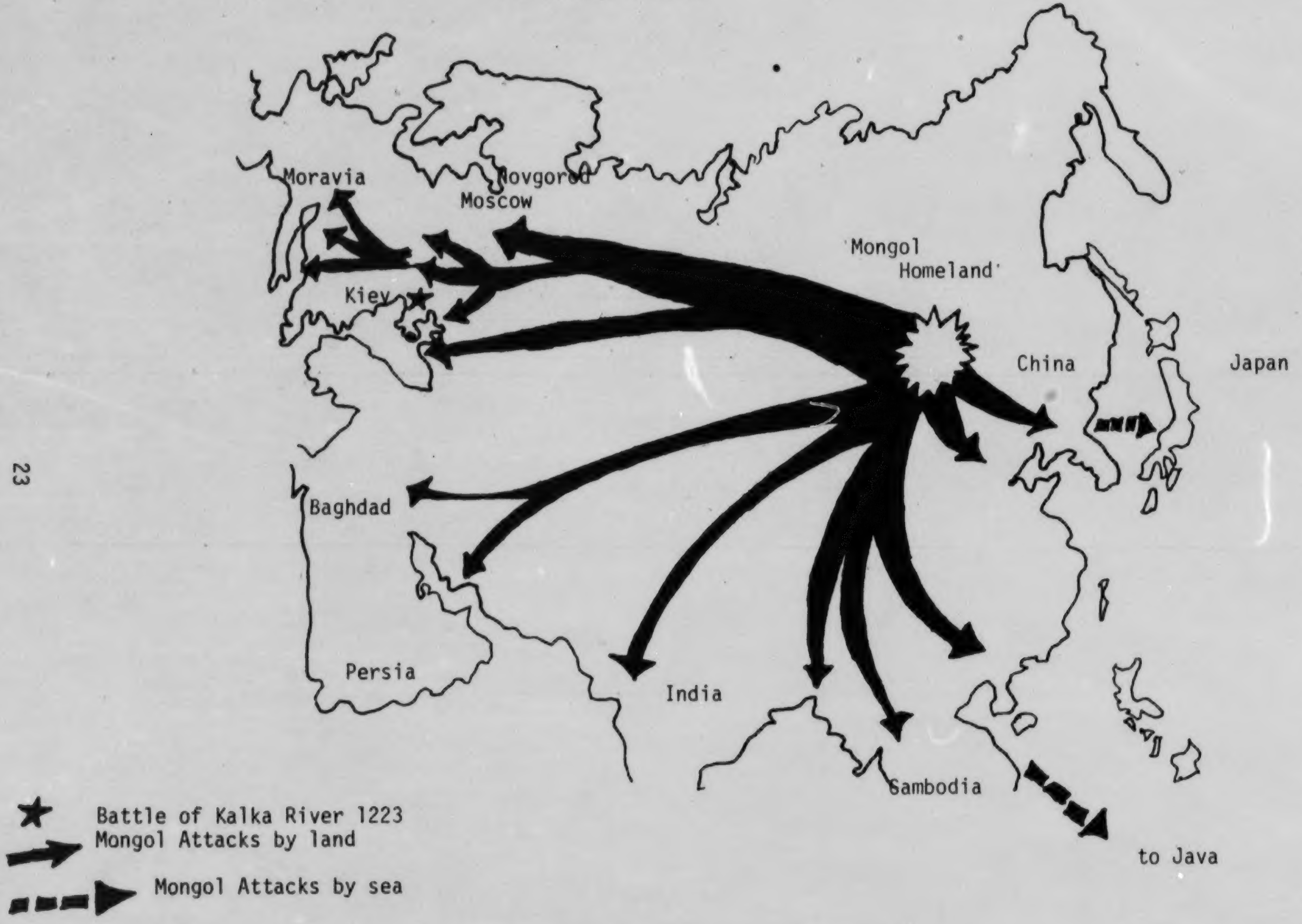
Grandson of Ivan III, and usually referred to as "Ivan the Terrible," Ivan IV was born in 1530. He inherited the throne at the age of three upon the death of his father. His mother ruled as regent until she died, probably from poisoning, when Ivan was 8 years old. The Shuiskii family seized the throne and took control of him, treating him extremely cruelly. This may explain his own cruelty toward others later in his life. At age thirteen he freed himself from this family, and four years later, in 1547, he had himself crowned in full Byzantine tradition, formally assuming the title of Tsar.

Throughout Ivan's reign, Russia was continually at war. During the early years he was successful in finally defeating the Mongols. He extended Russian boundaries and began the first drive into Siberia.

Ivan's reign and personal life were marked by brutal excesses. He enjoyed cruelty for its own sake and was insanely suspicious of everyone around him. He inflicted terrible tortures on personal enemies, and it is said that he slaughtered tens of thousands of people suspected of disloyalty by the end of his reign. In 1569 he killed his cousin, Prince Vladimir, and in 1582, in a fit of passion, killed his eldest son. His own end came suddenly in 1584, relieving the people of a government which they had grown to fear.

Illustration 7

THE MONGOL ATTACKS


Moravia
Novgorod
Moscow
Kiev
Mongol Homeland
China
Japan
Baghdad
Persia
India
Sambodia
to Java
Battle of Kalka River 1223
Mongol Attacks by land
Mongol Attacks by sea

THE 17TH AND 18TH CENTURIES

During the seventeenth and eighteenth centuries the Russian state developed under the Romanov Tsars. At the beginning of the reign of Michael Romanov, founder of the dynasty, Russia was in a weakened condition because of the Time of Troubles. Moreover, she had remained backward in her political and social development compared with Western Europe. The turning point came after the accession to the throne of Peter the Great.

Peter the Great

Grandson of Michael Romanov, Peter became one of Russian's most important Tsars. At his birth in 1672 he was not the heir to the throne. His two elder stepbrothers, Theodore and Ivan, preceded him in the line of succession. Theodore, an invalid, and Ivan, an imbecile, were totally unfit to rule. However, in 1676 Theodore became Tsar. Meanwhile, Peter and his mother were sent to live in a small village near Moscow. Peter grew up with little formal education, unlike the usual training of a royal prince. He was, however, quick-witted and intelligent.

On Theodore's death in 1682 a struggle ensued over who would be the next Tsar. One faction favored Peter, the other favored making Ivan Tsar with his sister Sophie as regent. But Peter's superiority over Ivan became increasingly obvious as they grew older. When Peter was 17 years old, he was the undoubted master of Russia, although he acknowledged Ivan as "Co-Tsar."

After a twenty year struggle with Charles XII of Sweden, Peter was successful in securing the Baltic provinces, thus gaining for Russian an outlet to the West. He built a new capital which became St. Petersburg, today known as Leningrad. Peter also followed a policy of westernizing Russia. Superficially, at least, many Western customs and traditions were adopted by the Russian people.

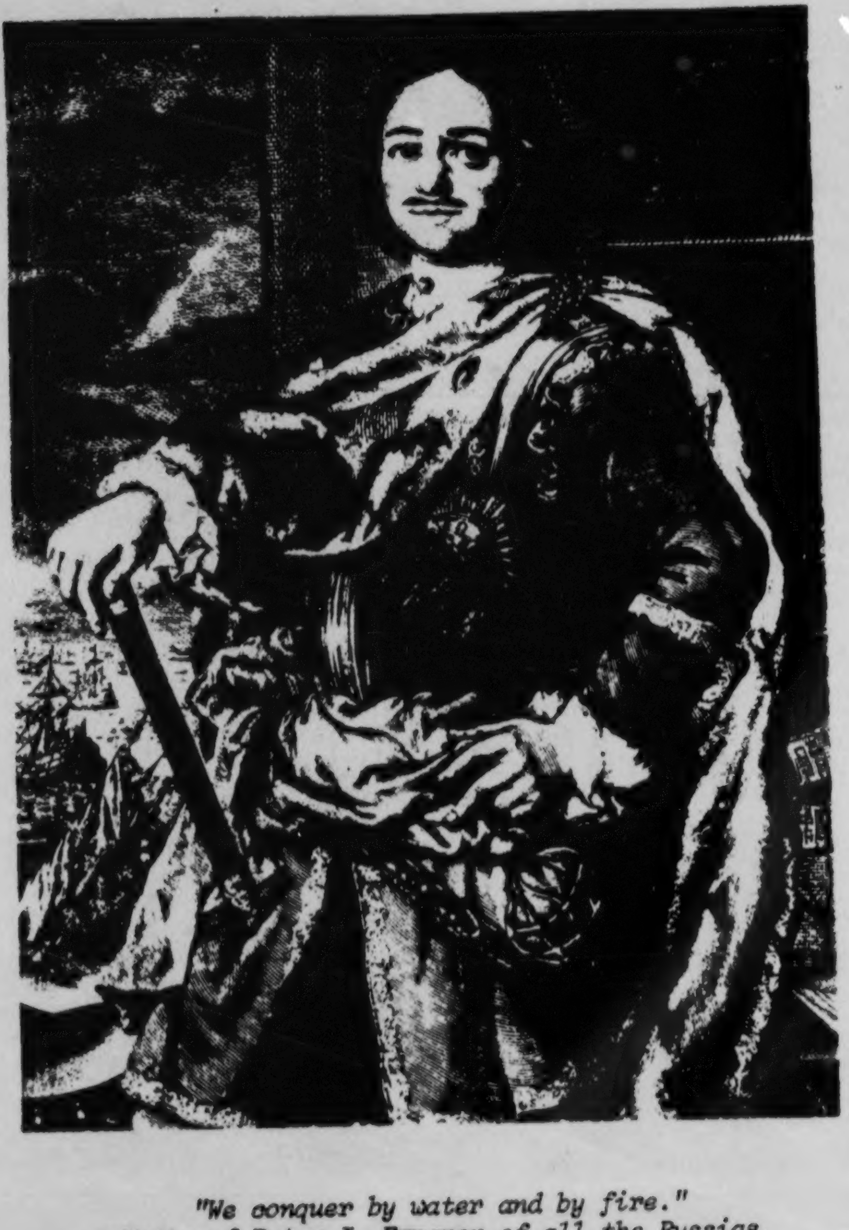
Catherine the Great

In spite of the fact that there was a period of instability after Peter's death, his reforms were not revoked, and his work was eventually carried on by the German-born empress Catherine the Great.

Catherine's reign (1762-1796) was one of the most remarkable in Russian history. She was indefatigable, working long hours, supervising affairs personally, and traveling throughout the country to see how her people lived and worked. European culture greatly interested Catherine. She was a patron of the arts and poets, sculptors, and artists were always welcomed at her court.

Like Peter she carried out an ambitious foreign policy and made considerable conquests in the south (annexing the land north of the Black Sea) and to the west at the expense of Turkey and Poland. Yet beneath this veneer of enlightenment and expansion, the mass of Russian people lived in extremely backward conditions. This was the age of the extension of serfdom, when the peasants slipped further and further into bondage and little value was placed on human life.

An important work by Radishchev, A Journey from St. Petersburg to Moscow (1790), reveals many of the scandals of serfdom. He describes forced marriages between serfs and the auction sale of serfs. Radishchev was sentenced to death as a result of this work, although the sentence was commuted to exile in Siberia.



"We conquer by water and by fire."
Motto of Peter I, Emperor of all the Russias.

19TH CENTURY

Emperor Paul

Catherine's son Paul succeeded her to the throne in 1796. He was 45 years old when he came to power. Having long resented being excluded from political affairs by his mother, he spent most of his five years as ruler reversing everything she had done. Paul believed in the absolute power of the Tsar, and demanded humble obeisance from his subjects.

In spite of this, Paul I was the first Tsar to take a definite step toward alleviating the bondage of the serfs. The attitude of the ruling class changed somewhat, and he set the stage for succeeding Tsars to make further efforts to improve the conditions of the serfs.

Paul had always been unpopular with the nobility in Russia and his tyranny in the later years of his reign led to plots against his life. In March 1801 he was strangled in his bedroom by some military officers, and his son Alexander became Tsar.

Alexander I

Alexander was brought up by his grandmother Catherine. He had a charming personality, and gained immediate popularity in St. Petersburg in contrast to his father. He was unhappy being the son of such an autocratic ruler; hence his great ambition was to "give freedom to Russia."

Alexander came to the throne an avowed reformer. But he had ruled for only a few years when a period of reaction began, and after the conclusion of the Napoleonic War in 1815, the Russian government came out openly against the liberal governments of Western Europe. This disappointed progressive opinion in Russia and led to the growth of revolutionary movements and the expression of political and social criticism in the literature of the time.

Unable to control the established order of society, succeeding Tsars alternated between stern repressive discipline and well-intentioned liberalism. Fundamentally, the system of government was not reformed and Russia remained an autocracy.

Nicholas I

Alexander named his brother Nicholas to succeed him. After he established himself as Tsar in 1825 at the age of 29, Nicholas initiated several reforms. The reforms were aimed at making the government more efficient, but they in no way limited the authority of the tsardom.

Among Nicholas's achievements were improvements in transportation and communications. During his reign a railway was built between St. Petersburg and Moscow.

Nicholas also considered the problem of serfdom. Although he knew that this form of slavery had to be abolished, he was afraid of the political and social consequences of emancipating the serfs. He was afraid, too, of the conflict and confusion that might ensue when more than twenty million serfs were suddenly freed. A few practical reforms did result, nonetheless. For example, a law was passed forbidding the purchase of serfs unless the purchaser had sufficient land on which to support them. A medical service was introduced and peasants were instructed in agricultural methods. Under certain circumstances serfs were permitted to purchase their land and freedom from their masters. Still, little was done to improve the condition of serfs on private estates, and there was an increasing number of peasant revolts during Nicholas's reign.

Unfortunately Nicholas believed that one cause of the revolts was the spread of Western education throughout the population. He closed secondary and higher educational opportunities to all children except those of the gentry and officials. He restricted foreign travel, banned the study of philosophy, and discouraged the study of foreign language and literature.

Alexander II

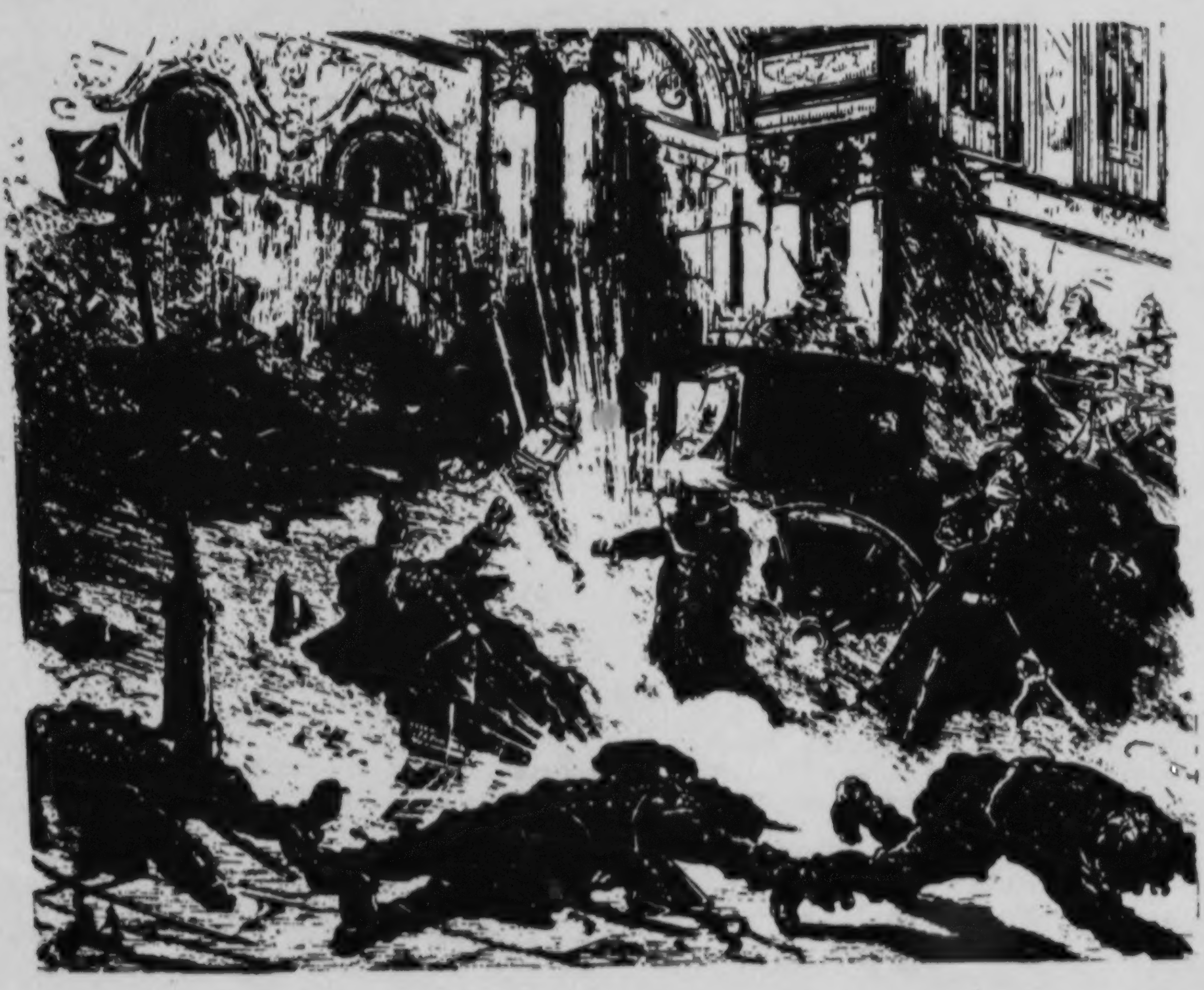
Alexander came to the throne in 1855 at the age of 36. His most important social reform was the emancipation of the serfs who numbered more than half of the population of Russia at the time. In 1861 he gave the serfs their freedom and earned the title of "Tsar Liberator." [This was two years before Abraham Lincoln issued the Emancipation Proclamation in the United States. It is also interesting to note that Alexander II was assassinated by a revolutionary in 1861.]

By emancipating the serfs, Alexander hoped to solve the peasant problem. But in fact, a vast majority of the peasants did not benefit by gaining their freedom. True, they could now marry and own property, and not fear being sold off, but economically they were often worse off than before. In certain areas, the plots of land which they cultivated after emancipation were smaller than the ones they had cultivated before. The official land owner, the "mir," popularly elected, exercised considerable control over these peasants by regulating village life, distributing taxes among the village families, and dividing any available land among the villagers. The peasants found they had merely exchanged one master for another, and numerous peasant revolts followed.

Meanwhile, Alexander was continuing to carry out further reforms. The abolition of serfdom had made necessary the institution of some form of local government, and Alexander introduced a system of providing for the establishment of councils, known as zemstva, in the provinces. The members of the zemstva were elected by landowners and the nobility was given preponderance in the elections. The system was later extended to town government. The zemstva supervised roads, education, and public welfare, and they were allowed to levy taxes. Many of them later developed liberal tendencies, although the government intervened as often as possible to prevent this.

Alexander III

Alexander III opposed the liberal tendencies of his father, Alexander II, and instead modeled his reign after that of Nicholas I. He was determined to crush all liberal and protest movements, but he did not restore serfdom. During this time the nobility was given predominance in the countryside government elections and the press was strictly censored. Alexander took away the independence of the universities and forbade students the right to form organizations.



The assassination of Alexander II was a forecast of future violence.

THE COMMUNIST ERA

Nicholas II

After Alexander's sudden death in 1894, his son Nicholas succeeded to the throne. He was destined to be Russia's last tsar. Weak-willed, easily influenced, and at times unreasonably stubborn, he lacked an understanding of events around him. In addition, his wife, a German princess who took the name of Alexandra Fyodrovna, made no serious effort to understand the Russian ways of life. For the great majority of Russians at this time, living conditions had not improved. The typical peasant family lived in a single-room hut, existing in deplorable poverty.

The Bolshevik Revolution of 1917

The Bolshevik Revolution of 1917 marked the beginning of a new era in the history of the world. The Bolsheviks did not have to create a revolutionary situation in 1917. This had already been produced by widespread dissatisfaction with social conditions and the autocracy of the government, and had given rise to the revolt of 1905. Nicholas II had been sufficiently alarmed by this to introduce a constitutional type of government based on Western systems, and when this failed, the eventual overthrow of the tsardom became inevitable.

The revolution was hastened by the First World War which brought further hardship to the people and revealed the inefficiency and corruption of the government. The upheaval came in March 1917 when the government collapsed, Tsar Nicholas II was forced to abdicate, and the Provisional Government of moderates and liberals was set up.

In November of the same year the Bolsheviks under Lenin took advantage of the difficulties experienced by the Provisional Government to seize power in the name of the Soviets--councils representing the workers, soldiers, and peasants. They then set out to reorganize the whole of government and society on socialist principles, although it soon became obvious that they would have to compromise in order to gain public support.

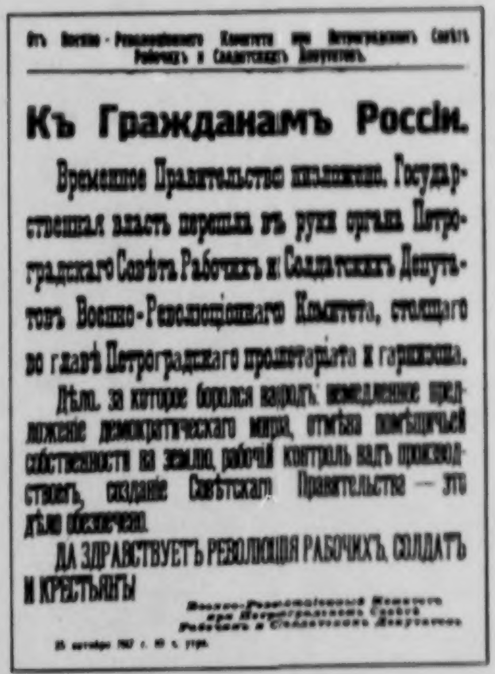
For some years after 1917 the Bolsheviks expected a world revolution of workers against their governments, but this did not take place, and after Stalin's accession to power in 1924, the Bolshevik, or Communist Party as it is now called, accepted the principle of socialism in one country. It was Stalin's aim to use socialism to modernize and industrialize Russia, and he introduced the collectivization of agrigulture and the Five Year Plans. The result was astoundingly successful, and within a few years the U.S.S.R. had become a powerful industrial state. But the country paid heavily for this. Living conditions were sacrificed and the people forfeited their political freedom.

The U.S.S.R. emerged from the Second World War a formidable power in Europe and in Asia. Her only rival for world leadership was the United States backed by Great Britain. In the years following the war, relations between Russia and the West grew so strained that the term "Cold War" was applied to the situation. However, Stalin's death in 1953, and Nikita Khrushchev's ascendancy to power after a power struggle with Georgi Malenkov and Nikolai Bulganin, brought an easing of the tension between East and West, which eventually resulted in the Test-Ban Treaty of 1963.

At the same time there was an estrangement between the U.S.S.R. and the Communist Governnment of China under Mao-Tse Tung. Throughout the 1960's Chinese leaders continued to accuse the Soviet Union of drifting away from true Marxist-Leninist thought, while Soviet leaders said that the Chinese were guilty of advocating nuclear war. Continuing border disputes and disagreements over territorial claims have further damaged relations between the two countries.

Within Russia itself, Khruschev's succession introduced a general slackening of control which became known as the "Thaw." This showed itself in an attempt for self-expression particularly in the arts; and although this was eventually curtailed, there is still more personal freedom in Russia than existed under Stalin's regime. During the 1970's relations between the government and groups of Soviet dissidents and Jews caused concern both within the Soviet Union and outside it.

Today the Soviet Union continues to expand its planned economy. Although progress has indeed been made, agriculture remains a backward area in the Soviet economy. The needs of heavy industry, the military, and space technology receive top priority.



Къ Гражданамъ Россіи.

Временное Правительство низложено. Государственная власть перешла въ руки органа Петроградскаго Совѣта Рабочихъ и Солдатскихъ Депутатовъ Военно-Революціоннаго Комитета, стоящаго во главѣ Петроградскаго пролетаріата и гарнизона.

Дѣло, за которое боролся народъ: немедленное предложеніе демократическаго мира, отмѣна помѣщичьей собственности на землю, рабочій контроль надъ производствомъ, созданіе Совѣтскаго Правительства — это дѣло обезпечено.

ДА ЗДРАВСТВУЕТЪ РЕВОЛЮЦІЯ РАБОЧИХЪ, СОЛДАТЪ И КРЕСТЬЯНЪ!

Lenin's Appeal to the People of Russia

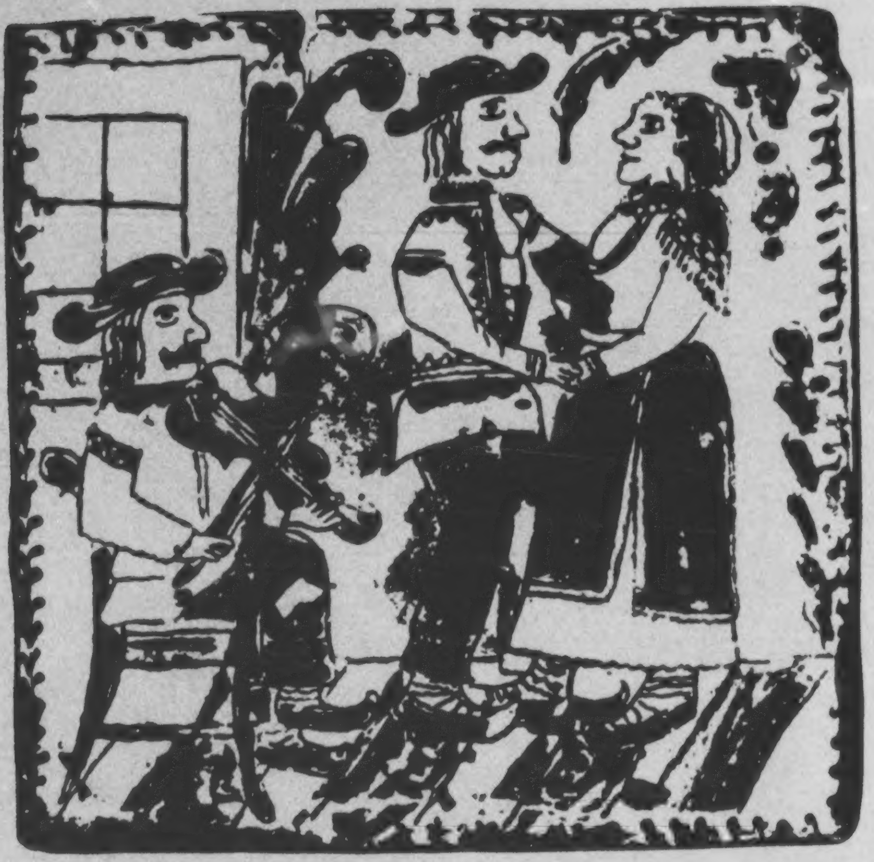
CHRONOLOGICAL LIST OF DATES

860-1240 Period of Kievan Russia
862 Rurik settles in Novgorod
907 Oleg raids Constantinople
957 Olga baptized at Constantinople
962-71 Campaigns of Svyatoslav against Bulgars and the Byzantine empire
972 Svytoslav murdered by the Pechenegs
978 Vladimir, grand-prince of Kiev
988 Christianity adopted as official religion of Kiev
1019-54 Yaroslav the Wise, grand-prince of Kiev
1051 Foundation of Monastery of Caves
1054 Beginning of period of political confusion
1067 First raids of the Polovtsy
1113-25 Vladimir Monomakh, grand-prince of Kiev
1169 Kiev sacked by Andrey Bogolyubskii, prince of Vladimir-Suzdal
1240-1462 Period of Mongol rule and expansion of Muscovy
1240 Victory of Alexander Nevskii over the Swedes
1242 Establishment of Golden Horde
1252-63 Alexander Nevskii, Grand Duke of Vladimir
1300-27 Struggle between Tver (Kalinin) and Muscovy for the title of Grand Duke
1326 Metropolitan established in Moscow
1328 Ivan Kalita recognized as Grand Duke of Muscovy
1380 Defeat of Mongols at Kulikovo
1430-60 Growing disintegration of Golden Horde
1432-50 Civil War in Muscovy
1462-1505 Ivan III, the Great, Grand Duke of Muscovy
1471 Campaign against Novgorod
1472 Ivan marries Sophia Paleologa and shortly afterwards adopts the title Tsar
1485 Tver annexed by Muscovy
1550-3 War with Lithuania-Poland
1533-84 Ivan IV, the Terrible
1547 Ivan crowned Tsar
1552 Capture of Kazan
1553 Establishment of Oprichnina
1570 Beginning of Cossack hosts
1570 Sacking of Novgorod
1587-98 Boris Gudunov regent
1598-1605 Boris Gudunov Tsar
1589 Establishment of Moscow Patriachate
1601-3 Famine
1604-13 Time of Troubles
1604 Invasion of the First False Dmitrii
1606 Revolt of the Boyars under Vasilii Shuiskii
1606-10 Shuiskii rules as Tsar
1607-10 Second False Dmitrii sets up as rival Tsar
1610 Polish occupation of Moscow
1613 Election of Michael Romanov as Tsar by the Zemskii Sobor
1617 Peace of Stolbovo with Sweden
1632-4 War with Poland
1634 "Perpetual peace" signed with Poland

1649 Code regarding serfdom
1654-67 War with Poland: Truce of Andrusovo
1654 Beginning of schism
1670-1 Revolt of Stenka Razin
1676 Accession of Theodore
1682-1725 Peter I, the Great
1682 Ivan V and Peter I made joint Tsars under Sophie's regency
1689 Plot against Peter fails: fall of Sophie
1694 Peter assumes control of government
1696 Capture of Azov from the Turks
1697-8 Grand tour of the West
1698 Revolt of Strel'tsy put down
1700-21 Great Northern War against Sweden, Treaty of Nystadt (1721)
1700 Suspension of the Patriachate
1703 Foundation of St. Petersburg
1711 Institution of the Senate
1718 Institution of the poll tax
1722 Institution of Table of Ranks
1725-41 Period of Favorites
1725-7 Catherine I
1727-30 Peter II
1730-40 Anna of Courland: ascendancy of von Biren
1733-5 War of Polish Succession
1735-9 War with Turkey
1741-62 Elizabeth I
1755 Foundation of Moscow University
1756-63 Seven Years War
1762 Accession and murder of Peter III
1762-96 Catherine II, the Great
1767-8 Legislative Commission
1772 First Partition of Poland
1773-5 Revolt of Pugachov
1768-74 War with Turkey: Treaty of Kuchuk-Kainardji (1774)
1783 Annexation of Crimea
1785 Charter to nobility
1793 Second Partition of Poland
1795 Third Partition of Poland
1796- 1801 Paul I
1799 Russia joins Coalition against Napoleon: Suvorov's campaigns in North Italy and Switzerland
1800-1 Russia makes alliance with Napoleon
1801 Assassination of Paul
1801-25 Alexander I
1805 Russia joins Third Coalition against France
1807-11 Reforms of Speranskii
1807 Treaty of Tilsit with Napoleon
1812 Invasion of Moscow by Napoleon
1814-15 Congress of Vienna
1815-25 Conservatism under Arakcheyev
1825-55 Nicholas I
1825 Decembrist Revolt
1828-9 War against Turkey: Treaty of Adrianople
1830 Polish Rebellion
1833 Treaty of Unkiar Skelessi with Turkey

1841 Straits Convention
1853-6 Crimean War
1855-81 Alexander II
1856 Treaty of Paris
1861 Emancipation of serfs
1863 Polish revolt
1864 Zemstva established
1864-85 Conquests made in Central Asia
1867 Sale of Alaska to United States of America
1877-8 War with Turkey: Treaty of San Stefano: Congress of Berlin
1881 Assassination of Alexander II
1881-94 Alexander III
1891 Beginning of Trans-Siberian Railway
1891-4 Making of Franco-Russian alliance
1892 Witte appointed as minister of finance and transport
1894-1917 Nicholas II
1896 Russo-Chinese Treaty
1900 Foundation of Social Democratic Party
1900 Russian occupation of Manchuria
1903 Split of Social Democratic Party into Bolsheviks and Mensheviks
1904-5 Russo-Japanese War: Treaty of Portsmouth
1905 Bloody Sunday
1906 First Duma meets
1906-11 Stolypin's agrarian reforms
1907 Anglo-Russian entente
1912-13 Balkan Wars
1914 Outbreak of First World War
1916 Rasputin's ascendancy over Nicholas and the empress
1917 March Revolution: Provisional Government established
1917-24 Bolshevik rule under Lenin
1917 November Revolution: Bolshevik Government established
1918 Treaty of Brest-Litovsk with Germany
1918-20 Civil War
1921-2 Famine
1920 Outbreak of Russo-Polish war
1921 Treaty of Riga with Poland
1922 Treaty of Rapallo with Germany
1921 Introduction of Lenin's N.E.P.
1924 Death of Lenin
1927-53 Russia under Stalin
1927 Victory of Stalin over Trotskii for leadership of the Party
1928 Adoption of first Five Year Plan
1929 Enforcement of collectivization of agriculture
1929 Beginning of anti-religious propaganda
1933 Recognition of U.S.S.R. by the U.S.A.
1934 Entry of U.S.S.R. into League of Nations
1935 Treaties of alliance with France and Czechoslovakia
1936 Adoption of new constitution
1936-8 Moscow trials
1939 Non-aggression pact with Japan
1941 Hitler invades U.S.S.R.
1942 Soviet alliance with Britain
1943 Siege on Stalingrad lifted
1943 Teheran meeting between Churchill, Roosevelt, and Stalin
1945 Red Army invades Germany

1945	Yalta Conference
1945	End of European War: Potsdam Conference
1946	Plan for National Reconstruction introduced
1948	Russian blockade of Berlin
1950	Outbreak of Korean War
1953	Doctor's Plot
1953	Death of Stalin: Collective government set up
1954	Emergence of Khrushchev and Malenkov
1956	*Khrushchev's Russia*
1956	Ascendancy of Khrushchev over Malenkov: attack on Stalin
1956	Suez Canal
1956	Hungarian Revolt
1957	Sputniks I and II
1958	Introduction of Seven Year Plan
1959	Khrushchev visits U.S.A.
1960	U2 incident interrupts summit conference
1959-60	Beginning of break between U.S.S.R. and China
1961	Berlin Wall constructed
1961	Yuri Gagarin becomes world's first spaceman
1962	Cuban crisis
1963	Test ban treaty
1963	Valentina Tereshkova, first woman in space
1964	Krushchev stripped of leadership
1965	Mikhail Sholokhov (*And Quiet Flows the Don*) wins Nobel Prize for literature
1967	U.S.S.R.-U.S. summit talks in Glassboro, New Jersey
1970	Aleksandr I. Solzhenitsyn wins Nobel prize for literature
1971	U.S.S.R. launches eight earth satellites from a single rocket
1973	Brezhnev visits U.S.A.; signs eleven U.S.-Soviet pacts
1974	A new supreme Soviet elected; Podgorny reappointed U.S.S.R. president
1975	Dissident scientist Andrei D. Sakharov wins Nobel Peace Prize
1976	Soviet Union wins both winter and summer Olympic Games
1977	60th anniversary of Communist rule in Russia
1977	Brezhnev promoted to U.S.S.R. presidency



CHAPTER FOUR ✓

A ceramic tile showing a Ukrainian couple dancing to a fiddler's tune.

Споем по-русски!

The songs contained in this collection are quite varied in origin. Some are truly folksongs, some are more recent compositions made familiar by recordings of the popular Soviet Army Chorus (and thought by many to be folk songs), while a few are even more recent and must be called "popular."

The melodies, rhythms, and guitar chords used in these songs are for the most part familiar or easy to learn. Of course, having an idea of what the song sounds like first will make it that much easier to teach; almost any recording of Russian music will contain several of these songs.

Some of the songs are presented with more verses than would be practical for classroom use. Teachers should therefore feel at liberty to select those verses which would best serve their purposes.

Some "old favorites" are doubtless missing. For additional songs and piano accompaniments, one might consult A Russian Song Book by Rose Rubin and Michael Stillman (New York: Vintage Books, 1962), which is available in both hardback and paper, or other similar collections.

Note to Guitarists:

If a song is given in a key which is too high or too low for the singers, or if playing in a different key is easier for the instrumentalist, the chart below, showing correspondences of chords in commonly-used keys may be used to help in transposing to a new key (the key is usually, though not always, the same as the last chord in the song):

KEY	C	G	D	A	E
OTHER CHORDS	D	A	E	B	F
	E	B	F	C	G
	F	C	G	D	A
	G	D	A	E	B
	A	E	B	F	C
	B	F	C	G	D

Example: If a song in the key of C contains the progression, C-Dm-G^{7}-C, the corresponding progression in the key of G would be G-Am-D7-G.

Note: Some songs in this collection are presented with the chords in another key already supplied.

List of Songs

Калинка

Под московые вечера

Во кузнице

Вечерний звон

Катюша

Мой костер

Полюшко-поле

Выстры, как волны

Ей, ухнем

Метелица

Ой, полна, полна коробушка

Одинокая гармонь

Очи черные

У всех новый год

Широка страна моя родина

Брат Иван

Пусть всегда будет солнце

Ах ты, ноченка

Вдоль да по-речке

Вниз по матушке по Волге

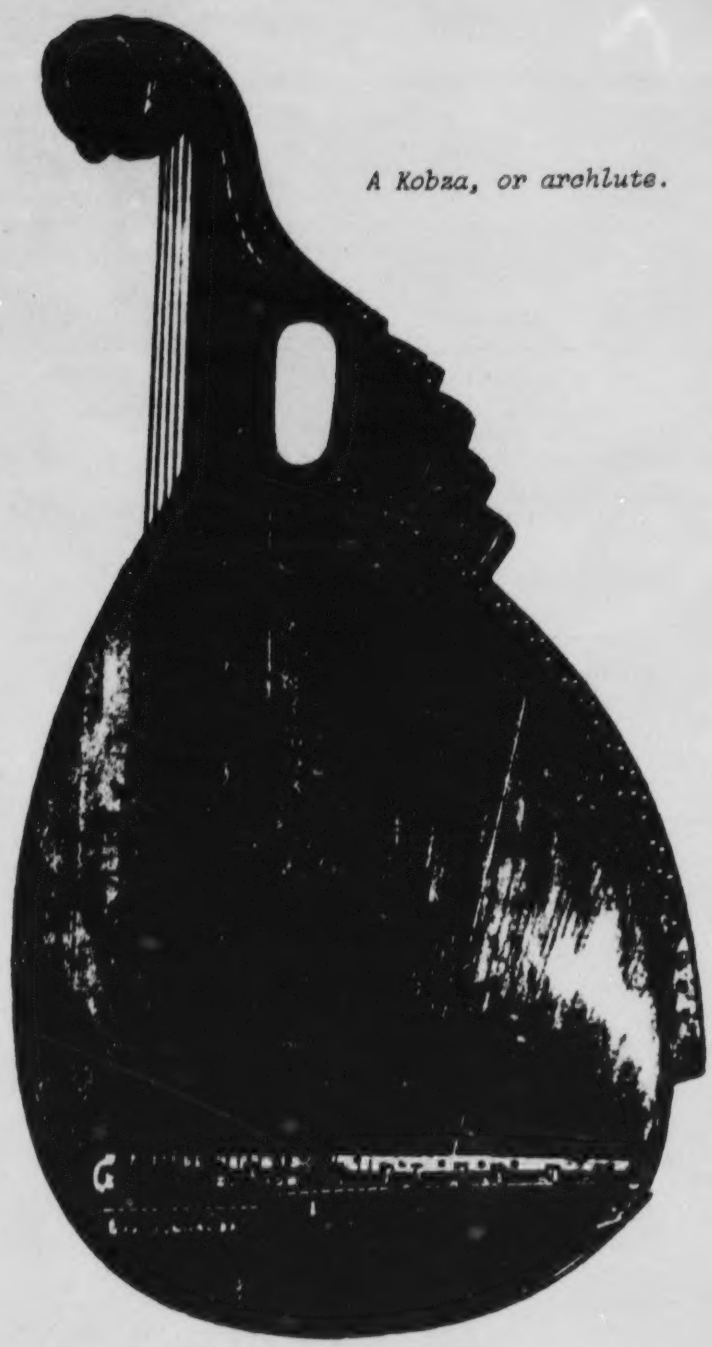
Во поле березе стояла

Среди лесов дремучих

Течет Волга

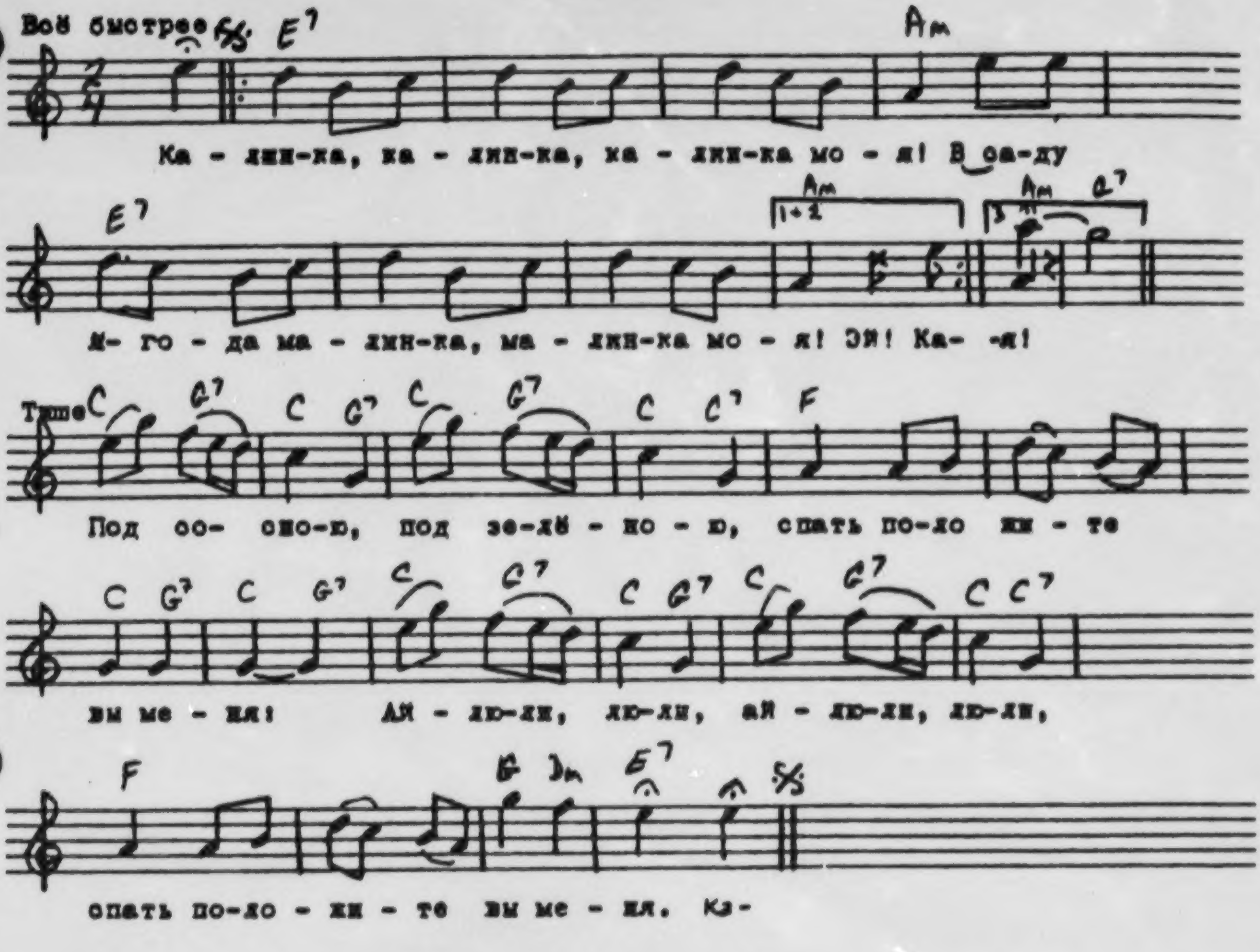
Прощай

Из-за острова на стрежень



A Kobza, or archlute.

Калинка.


Всё быстрее
E7
Am
Ка - лин-ка, ка - лин-ка, ка - лин-ка мо - я! В са-ду
E7
Am
1+2
Am
C7
3
я- го - да ма - лин-ка, ма - лин-ка мо - я! Эй! Ка- -я!
Тише
C G7 C G7 C G7 C C7 F
Под со- сно-ю, под зе-лё - но - ю, спать по-ло жи - те
C G7 C G7 C G7 C G7 C G7 C C7
вы ме - ня! Ай - лю-ли, лю-ли, ай - лю-ли, лю-ли,
F
G Dm E7
спать по-ло - жи - те вы ме - ня. Ка-

Калинка, калинка, калинка моя!
В саду ягода малинка, малинка моя!
Ах! Под сосною, под зелёною,
Спать положите вы меня;
Ай-люли, люли, ай-люли люли,
Спать положите вы меня.

Калинка и т.д.

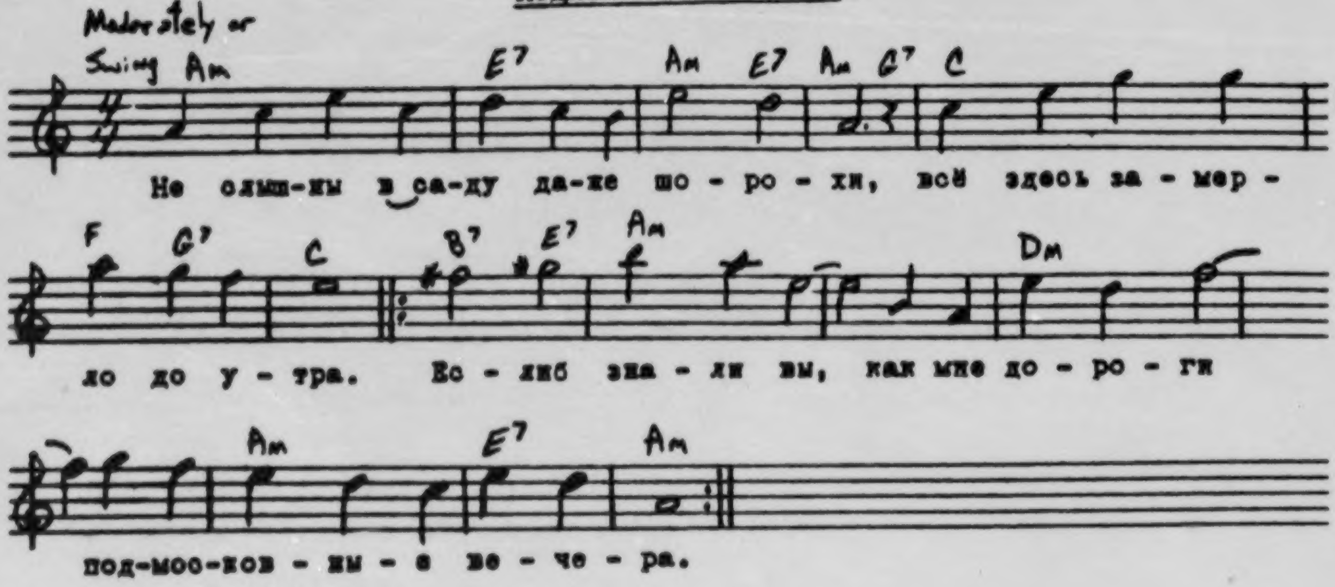
Ах! Сосенушка ты зелёная,
Не шуми же надо мной!
Ай-люли, люли, ай-люли, люли,
Не шуми же надо мной!

Калинка и т.д.

Ах! Красавица, душа-девица,
Полюби же ты меня!
Ай-люли, люли, ай-люли, люли,
Полюби же ты меня!

Калинка и т.д.

Подмосковные вечера.


Moderately or Swing
Am
E7
Am E7 Am G7 C
Не слыш-ны в са-ду да-же шо - ро - хи, всё здесь за - мер -
F G7 C B7 E7 Am Dm
ло до у - тра. Ес - либ зна - ли вы, как мне до - ро - ги
Am E7 Am
под-мос-ков - ны - е ве - че - ра.

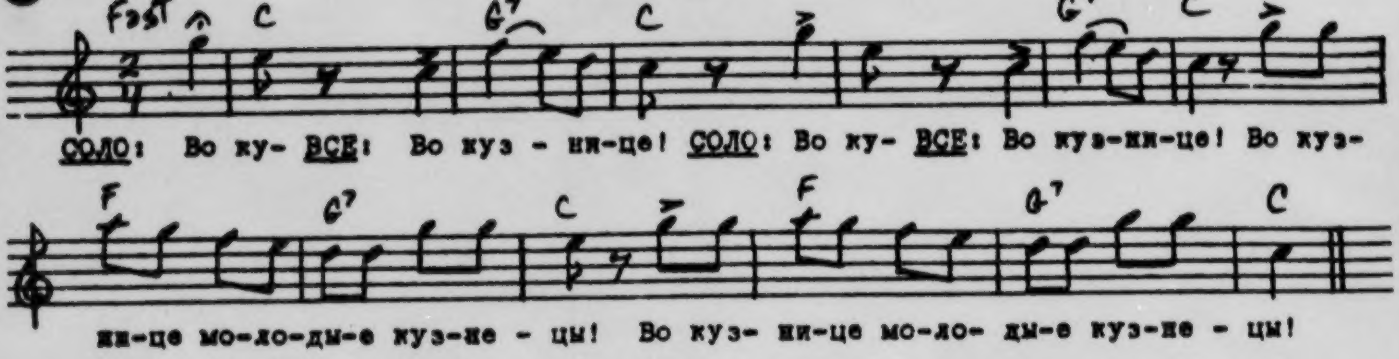
Не слышны в саду даже шорохи,
Всё здесь замерло до утра.
2 раза {Еслиб знали вы, как мне дороги
{Подмосковные вечера.

Речка движется и не движется,
Вся из лунного серебра.
{Песня слышится и не слышится
{В эти тихие вечера.

Что ж ты, милая, смотришь искоса,
Низко голову наклоня.
{Трудно высказать, и не высказать
{Всё, что на сердце у меня.

А рассвет уже всё заметнее.
Так, пожалуйста, будь добра,
{Не забудь и ты эти летние
{Подмосковные вечера.

Во кузнице.


Fast
C
G7
C
G7
C
F
G7
C
F
G7
C
СОЛО: Во ку- ВСЕ: Во куз - ни-це! СОЛО: Во ку- ВСЕ: Во куз-ни-це! Во куз-
ни-це мо-ло-ды-е куз-не - цы! Во куз- ни-це мо-ло- ды-е куз-не - цы!

СОЛО:	Во ку-
ВСЕ:	Во кузнице!
СОЛО:	Во ку-
ВСЕ:	Во кузнице!
	Во кузнице молодые кузнецы!
	Во кузнице молодые кузнецы!

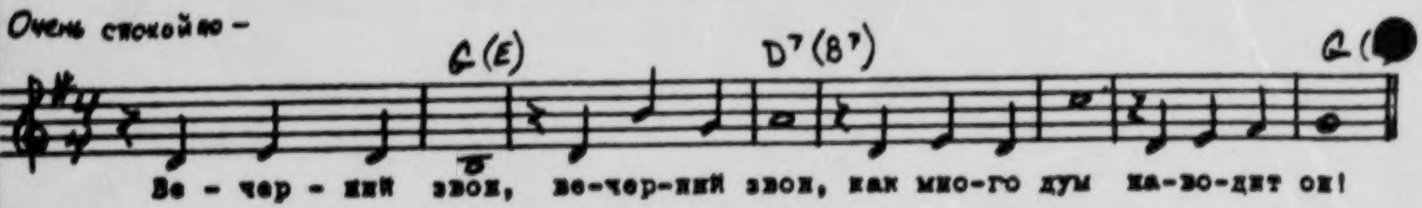
Они, они куют!
Они куют приговаривают!

Пойдём, пойдём Дуня!
Пойдём Дуня во лесок, во лесок!

Сорвём, сорвём Дуня!
Сорвём Дуня лопушок, лопушок!

Сошьём, сошьём Дуне!
Сошьём Дуне сарафан, сарафан!

Вечерний звон.


Очень спокойно -
G (E)
D7 (B7)
G
Ве - чер - ний звон, ве-чер-ний звон, как мно-го дум на-во-дит он!

Вечерний звон, вечерний звон!
Как много дум наводит он!

О юных днях в краю родном,
Где я любил, где отчий дом.

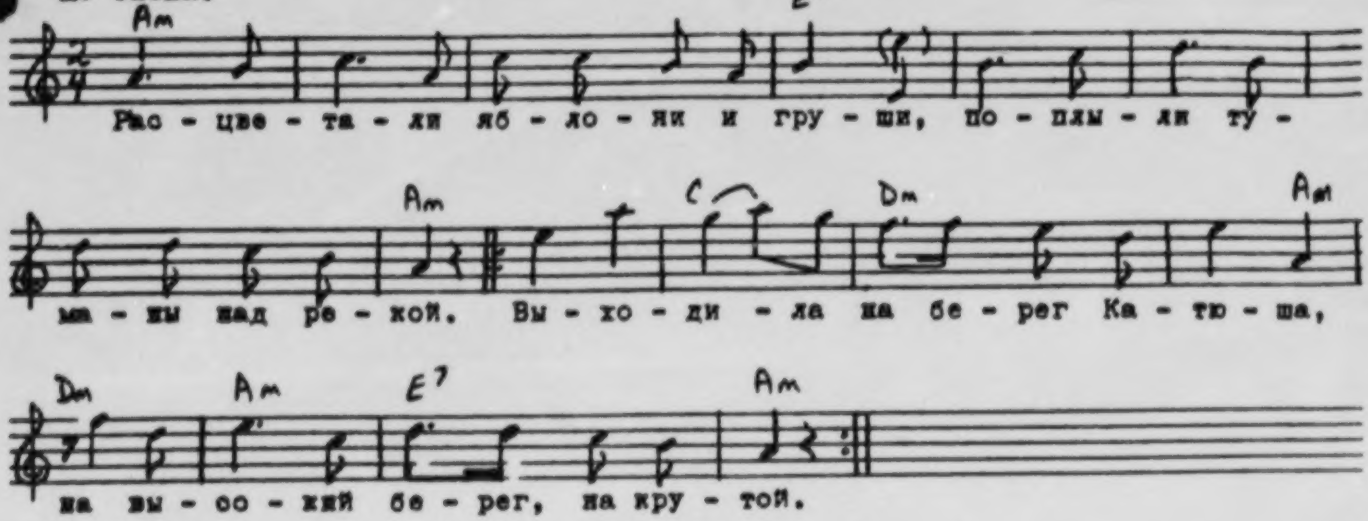
И как я, с ним навек простясь,
Там слушал звон в последний раз!

И многих нет теперь в живых,
Тогда весёлых, молодых!

Вечерний звон, вечерний звон!
Как много дум наводит он!

Катюша.

Не спеша.


Am
E7
Рас - цве - та - ли яб - ло - ни и гру - ши, по - плы - ли ту -
Am
C
Dm
Am
ма - ны над ре - кой. Вы - хо - ди - ла на бе - рег Ка - тю - ша,
Dm
Am
E7
Am
на вы - со - кий бе - рег, на кру - той.

Расцветали яблони и груши,
Поплыли туманы над рекой.
2 раза - {Выходила на берег Катюша,
На высокий берег, на крутой.

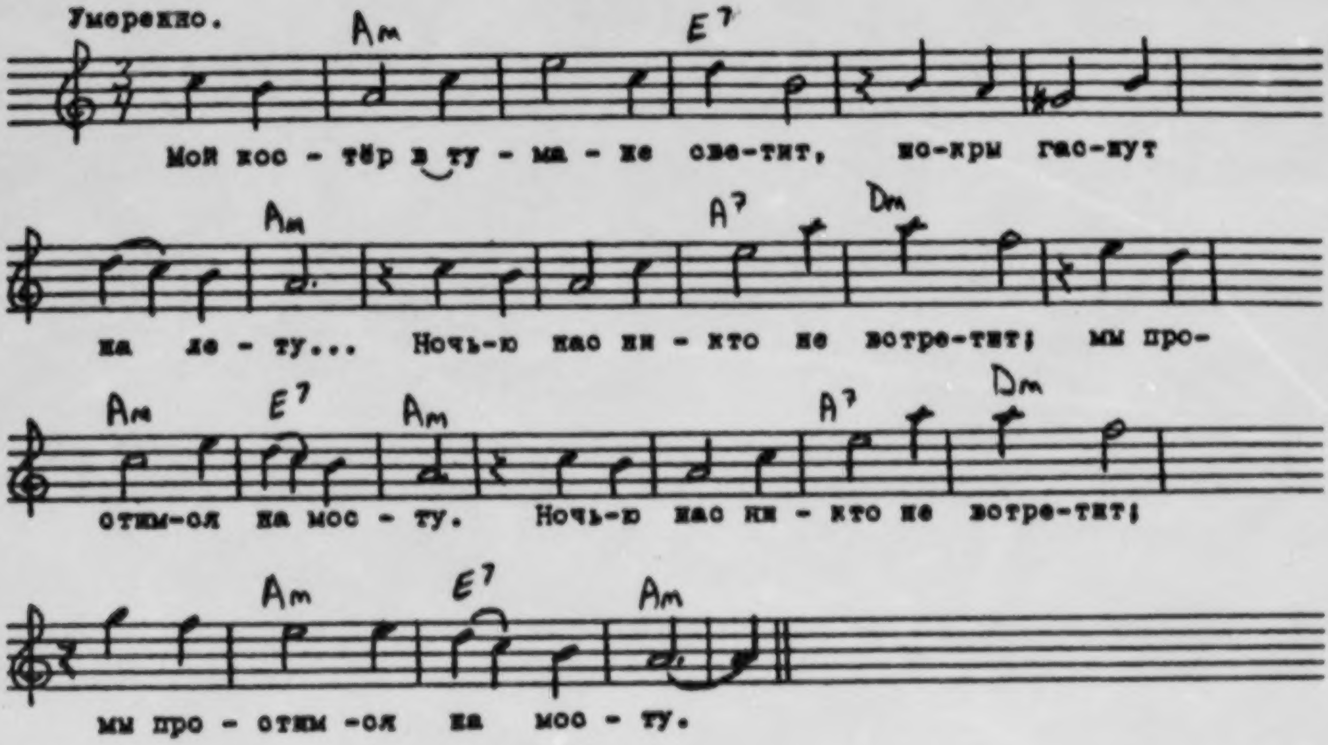
Выходила, песню заводила,
Про степного сизого орла.
{Про того которого любила,
Про того, чьи письма берегла.

Ох ты песня, песенка девичья,
Ты лети за ярким солнцем вслед.
{И бойцу на дальней на границе
От Катюши передай привет.

Пусть он вспомнит девушку простую,
Пусть услышит, как она поёт,
{Пусть он землю бережёт родную,
А любовь Катюша сбережёт.

[Повторить первый куплет.]

Мой костёр.


Умеренно.
Am E7
Мой кос - тёр в ту - ма - не све-тит, ис-кры гас-нут
Am A7 Dm
на ле - ту... Ночь-ю нас ни - кто не встре-тит; мы про-
Am E7 Am A7 Dm
стим-ся на мос - ту. Ночь-ю нас ни - кто не встре-тит;
Am E7 Am
мы про - стим -ся на мос - ту.

Мой костёр в тумане светит,
Искры гаснут на лету...
Ночью нас никто не встретит;
Мы простимся на мосту.

Ночь пройдёт--и спозаранок
В степь далёко, милый мой,
Я уйду с толпой цыганок
За кибиткой кочевой.

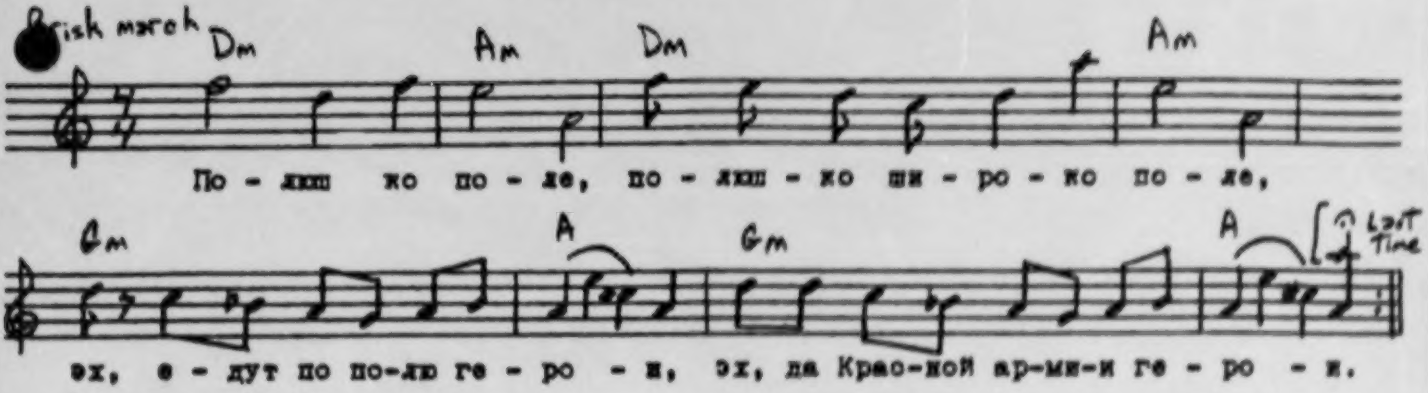
На прощанье шаль с каймою
Ты на мне узлом стяни;
Как концы её, с тобою
Мы сходились в эти дни.

Кто-то мне судьбу предскажет?
Кто-то завтра, сокол мой,
На груди моей развяжет
Узел, стянутый тобой?

Вспоминай, коли другая,
Друга милого любя,
Будет песни петь, играя,
На коленях у тебя!

Мой костёр в тумане светит,
Искры гаснут на лету...
Ночью нас никто не встретит;
Мы простимся на мосту.

Полюшко-поле.


Brisk march
Dm
Am
Dm
Am
По - люш ко по - ле, по - люш - ко ши - ро - ко по - ле,
Gm
A
Gm
A
Last Time
эх, е - дут по по-лю ге - ро - и, эх, да Крас-ной ар-ми-и ге - ро - и.

Полюшко, поле,
Полюшко, широко поле,
Эх, едут по полю герои,
Эх, да Красной армии герои.

Девушки плачут,
Девушкам сегодня грустно,
Милый надолго уехал,
Эх, да милый в армию уехал.

Девушки гляньте,
Гляньте на дорогу нашу,
Вьётся дальняя дорога,
Эх, да развесёлая дорога.

Едем мы, едем,
Едем,--а кругом колхозы,
Наши, девушки, колхозы,
Эх, да молодые наши сёла.

Только мы видим,
Видим мы седую тучу,
Вражья злоба из-за леса,
Эх, да вражья злоба, словно туча.

Девушки, гляньте,
Мы врага принять готовы,
Наши кони быстроноги,
Эх, да наши танки быстроходны.

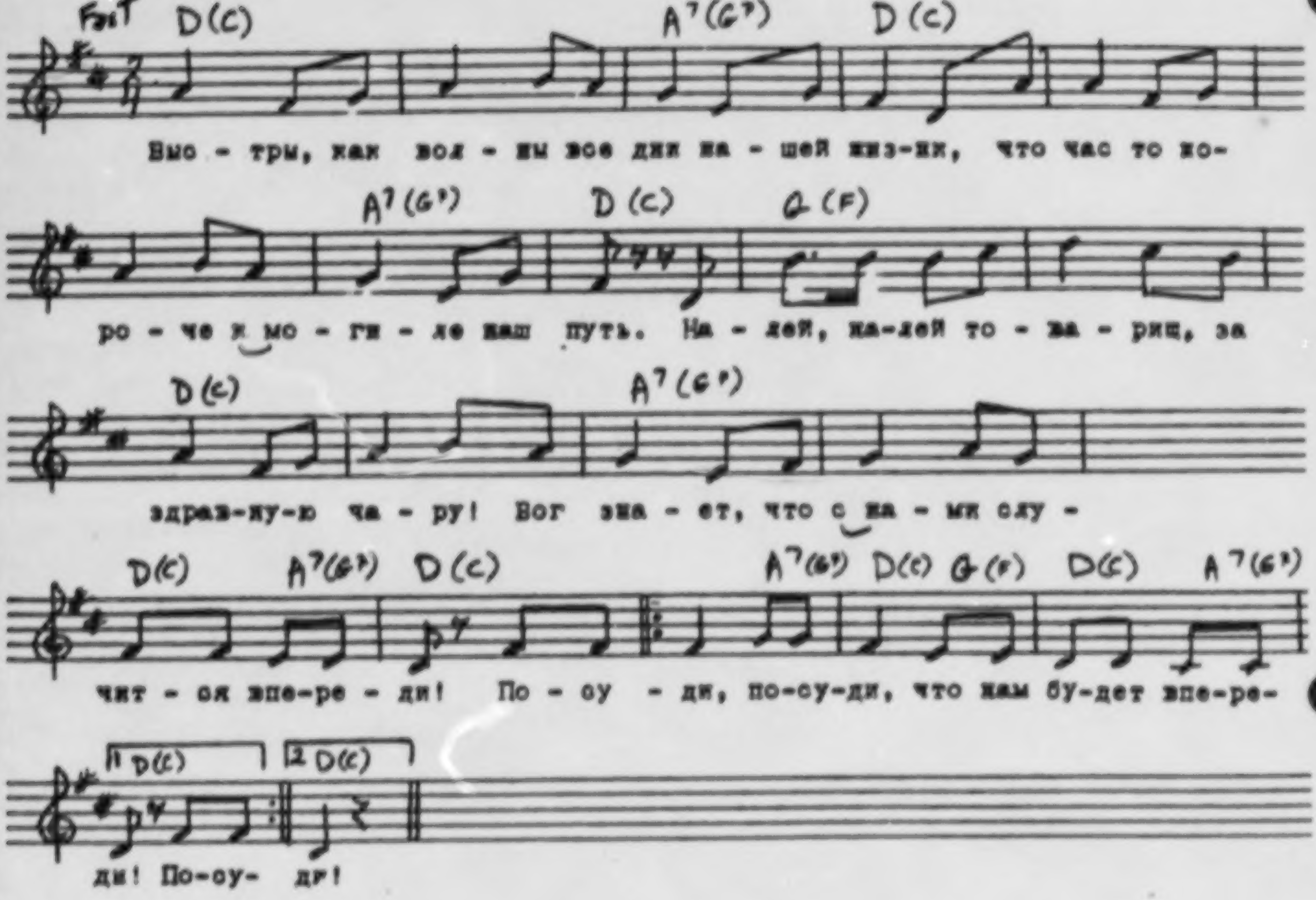
В небе за тучей,
Грозные следят пилоты,
Быстро плавают подлодки,
Эх, да зорко смотрит Ворошилов.

Пусть же в колхозе,
Дружная кипит работа,
Мы дозорные сегодня,
Эх, да мы сегодня часовые.

Девушки,гляньте,
Девушки, утрите слёзы.
Пусть сильнее грянет песня,
Эх, да наша песня боевая.

Полюшко, поле,
Полюшко, зелёно поле,
Едут по полю герои,
Эх, да Красной армии герои.

Быстры, как волны.

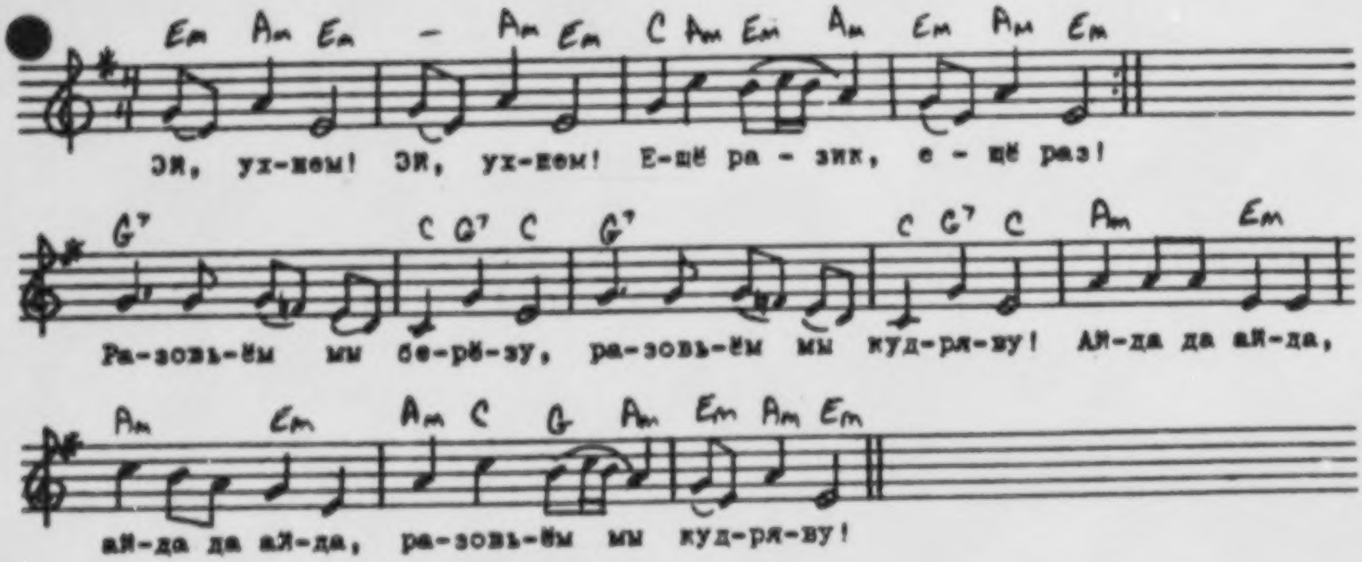

Fast
D(C)
A⁷(G⁷)
D(C)
Быс - тры, как вол - ны все дни на - шей жиз-ни, что час то ко-
A⁷(G⁷)
D(C)
G(F)
ро - че к мо - ги - ле наш путь. На - лей, на-лей то - ва - рищ, за
D(C)
A⁷(G⁷)
здрав-ну-ю ча - ру! Бог зна - ет, что с на - ми слу -
D(C)
A⁷(G⁷)
D(C)
A⁷(G⁷)
D(C)
G(F)
D(C)
A⁷(G⁷)
чит - ся впе-ре - ди! По - су - ди, по-су-ди, что нам бу-дет впе-ре-
1 D(C)
2 D(C)
ди! По-су- ди!

Быстры, как волны все дни нашей жизни,
Что час, то короче к могиле наш путь.
Налей и т.д.

Умрёшь, похоронят, как не жил на свете;
Сгниёшь, не возстанешь к веселью друзей.
Налей и т.д.

Крышкой закроют глаза навсегда,
По смерти не будешь пить больше вина!
Налей и т.д.

Эй, ухнем!


Em Am Em – Am Em C Am Em Am Em Am Em
Эй, ух-нем! Эй, ух-нем! Е-щё ра-зик, е-щё раз!
G7 C G7 C G7 C G7 C Am Em
Ра-зовь-ём мы бе-рё-зу, ра-зовь-ём мы куд-ря-ву! Ай-да да ай-да,
Am Em Am C G Am Em Am Em
ай-да да ай-да, ра-зовь-ём мы куд-ря-ву!

Эй, ухнем! Эй, ухнем!
Ещё разик, ещё раз!

Разовьём мы берёзу,
Разовьём мы кудряву!
Ай-да да ай-да,
Ай-да да ай-да,
Разовьём мы кудряву.

Эй, ухнем! и т.д.

Мы по бережку идём,
Песню солнышку поём!
Ай-да да ай-да,
Ай-да да ай-да,
Песню солнышку поём!

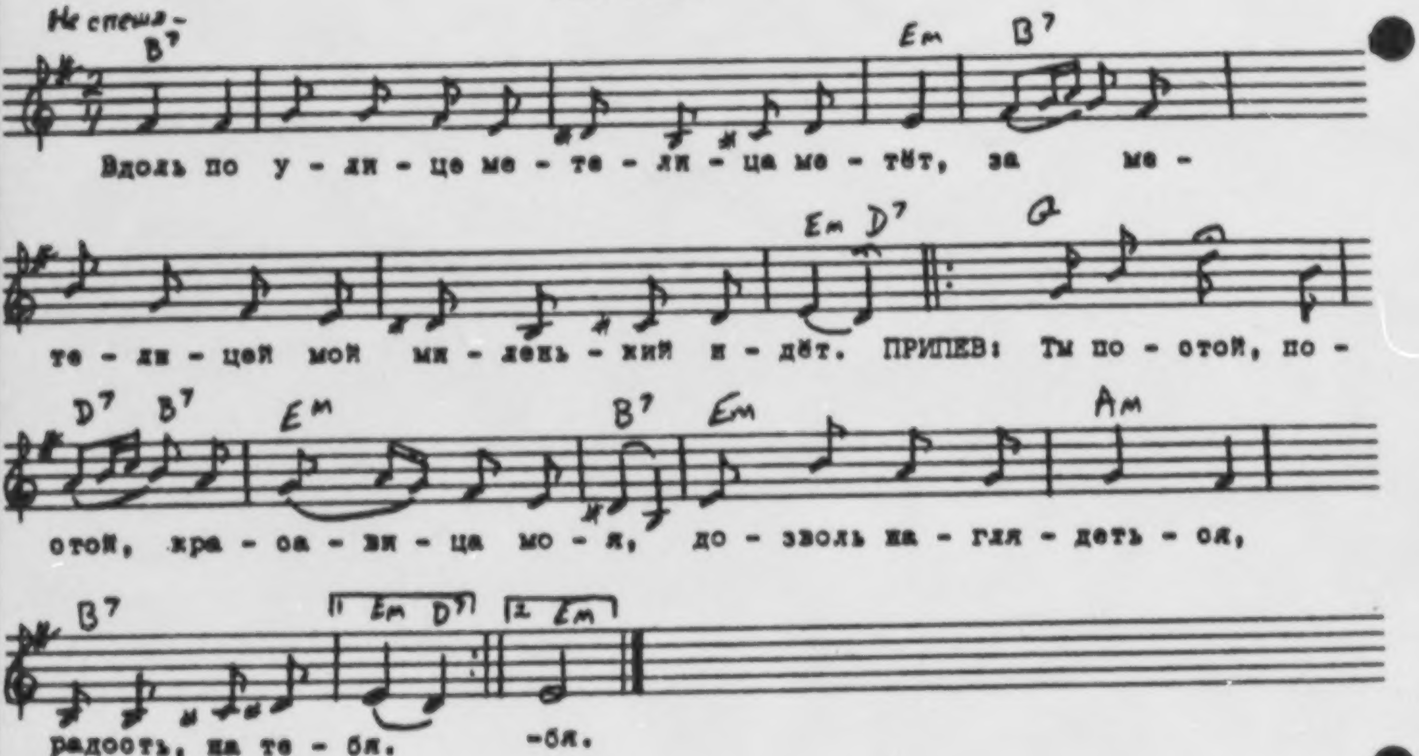
Эй, ухнем! и т.д.

Эх ты, Волга, мать-река,
Широка и глубока!
Ай-да да ай-да,
Ай-да да ай-да,
Широка и глубока!

Запев "Эй, ухнем!" и
т.д. повторяется.

Alternate suggested key:
for Em, use Am
for Am, use Dm
for C, use F
for G^7, use C^7

Метелица.


Не спеша -
B7
Em
B7
Вдоль по у - ли - це ме - те - ли - ца ме - тёт, за ме -
Em D7
G
те - ли - цей мой ми - лень - кий и - дёт. ПРИПЕВ: Ты по - стой, по -
D7 B7
Em
B7
Em
Am
стой, кра - са - ви - ца мо - я, до - зволь на - гля - деть - ся,
B7
1 Em D7
2 Em
радость, на те - бя.
-бя.

Вдоль по улице метелица метёт,
За метелицей мой миленький идёт.

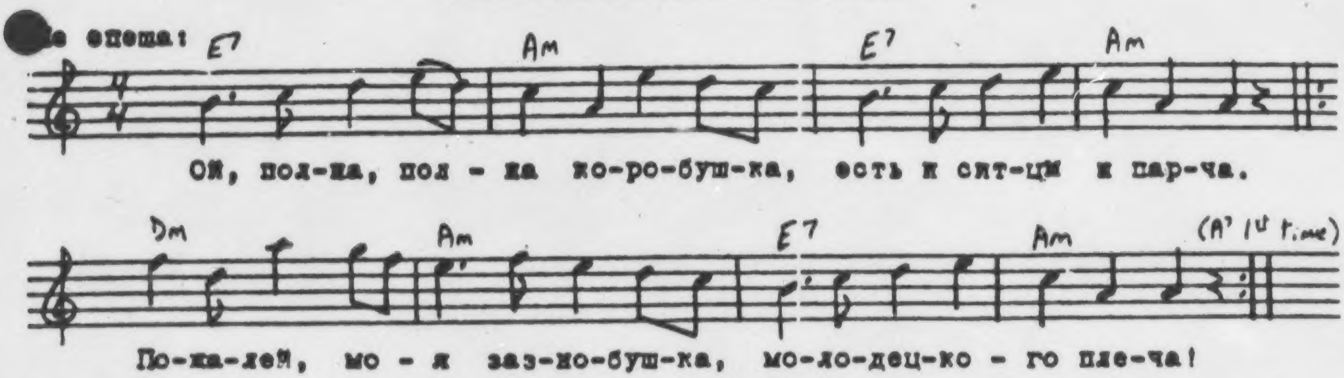
ПРИПЕВ 2 раза: Ты постой, постой красавица моя,
Дозволь наглядеться, радость, на тебя.

На твою ли на приятну красоту,
На твоё ли чтоль на белое лицо.
ПРИПЕВ 2 раза.
Красота твоя меня с ума свела,
Иссушила добра молодца меня.

ПРИПЕВ 2 раза.

Alternate suggested key:
- for B^7, use A^7
- for Em, use Dm
- for D^7, use C^7
- for G, use F
- for Am, use Gm

Ой, полна, полна коробушка.


е спеша:
E7
Am
E7
Am
Ой, пол-на, пол - на ко-ро-буш-ка, есть и сит-цы и пар-ча.
Dm
Am
E7
Am
(A' 1st time)
По-жа-лей, мо - я заз-но-буш-ка, мо-ло-дец-ко - го пле-ча!

"Ой, полна, полна коробушка,
Есть и ситцы, и парча.
Пожалей, моя зазнобушка,
Молодецкого плеча!

Выди, выди в рожь высокую,--
Там до ночки погожу,
А завижу черноокую--
Все товары разложу.

Цены сам платил не малые--
Не торгуйся, не скупись!
Подставляй-ка губы алые,
Ближе к милому садись!"

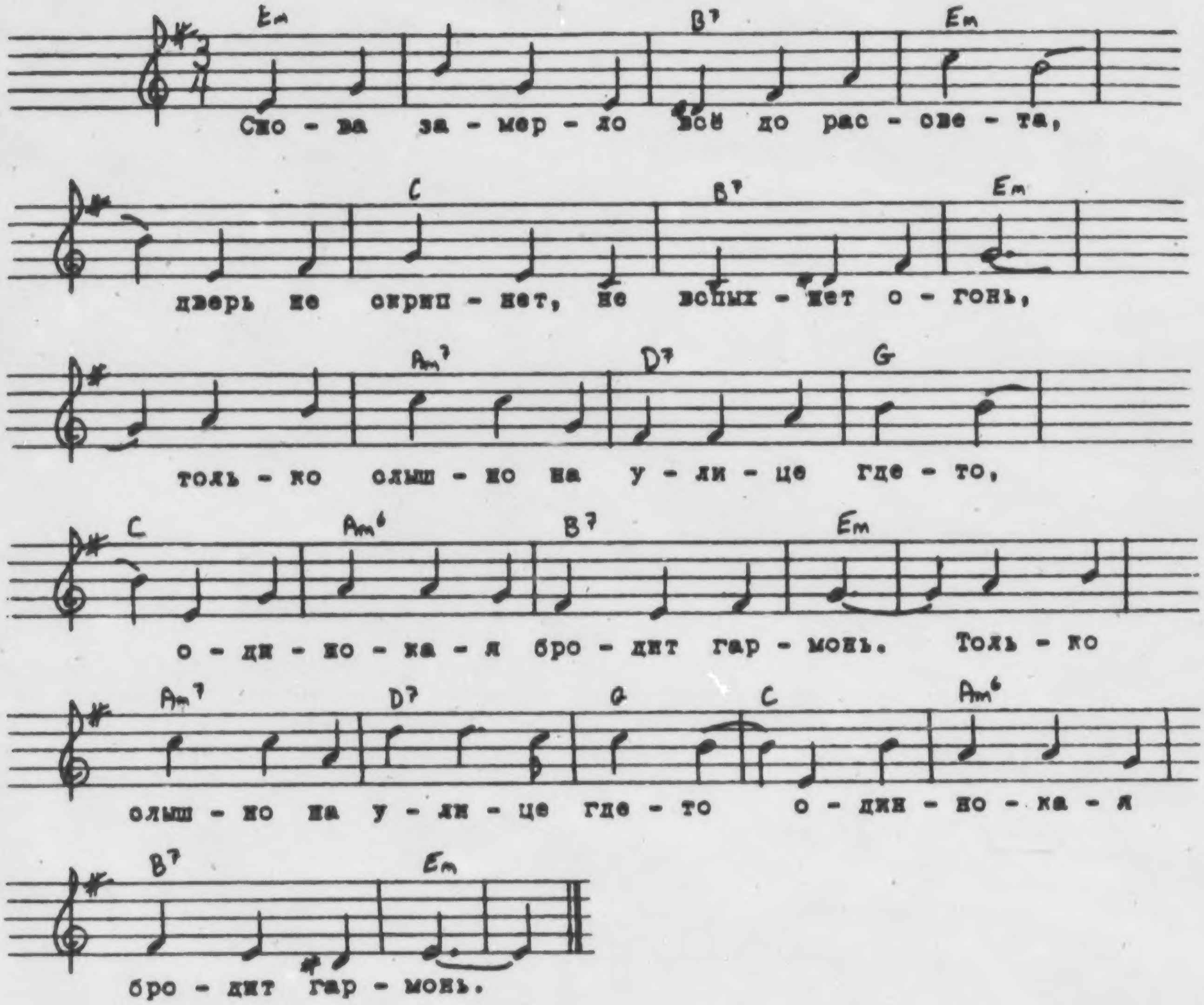
Вот и пала ночь туманная,
Ждёт удалый молодец.
Чу, идёт! --пришла желанная,
Продаёт товар купец.

Катя бережно торгуется
Всё боится передать;
Парень с девицей целуется,
Просит цены набавлять.

Знает только ночь глубокая,
Как поладили они.
Распрямись ты, рожь высокая,
Тайну свято сохрани!

Вторая половина каждого куплета повторяется.

Одинокая гармонь.


Em B7 Em
Сно - ва за - мер - ло всё до рас - све - та,
C B7 Em
дверь не скрип - нет, не вспых - нет о - гонь,
Am7 D7 G
толь - ко слыш - но на у - ли - це где - то,
C Am6 B7 Em
о - ди - но - ка - я бро - дит гар - монь. Толь - ко
Am7 D7 G C Am6
слыш - но на у - ли - це где - то о - дин - но - ка - я
B7 Em
бро - дит гар - монь.

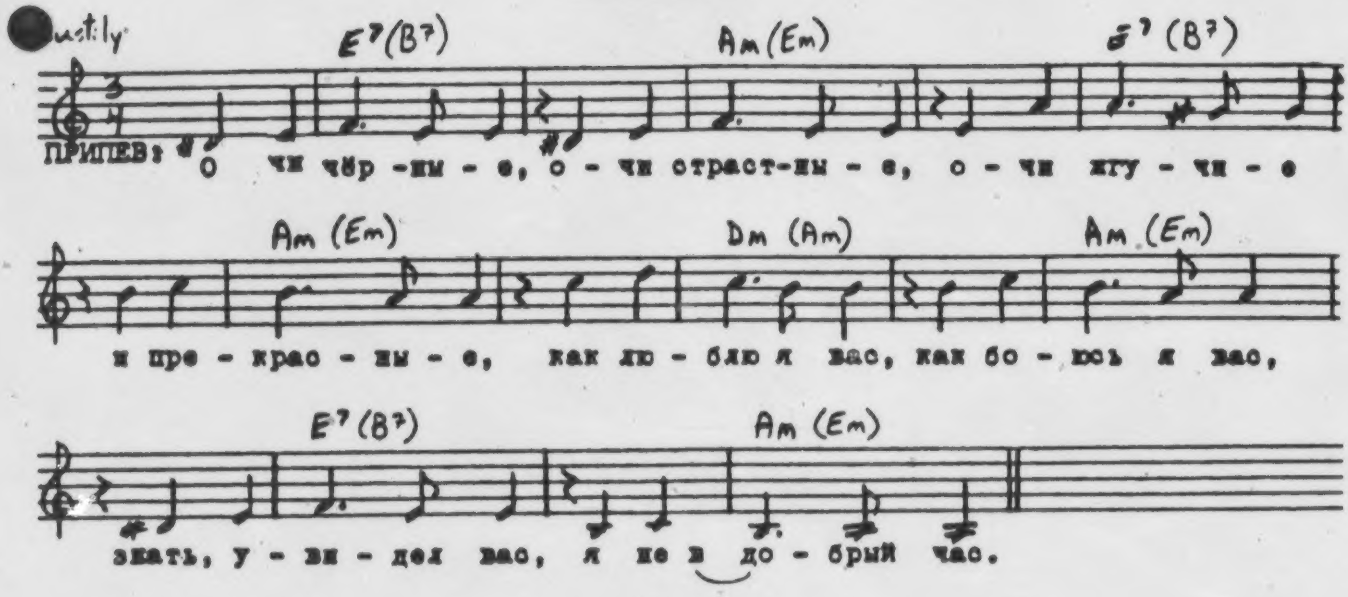
Снова замерло всё до рассвета,
Дверь не скрипнет, не вспыхнет огонь,
Только слышно на улице где-то,
Одинокая бродит гармонь.

То пойдёт на поля, за ворота,
То обратно вернётся опять,
Словно ищет в потёмках кого-то,
И не может никак отыскать.

Веет с поля ночная прохлада,
С яблонь цвет облетает густой...
Ты признайся, кого тебе надо,
Ты скажи, гармонист молодой.

Может радость твоя недалёко,
Да не знает, её ли ты ждёшь...
Что ж ты бродишь всю ночь
одиноко,
Что ж ты девушкам спать не
даёшь!

Очи чёрные.


Lustily
E⁷ (B⁷)
Am (Em)
E⁷ (B⁷)
ПРИПЕВ: О чи чёр - ны - е, о - чи страст-ны - е, о - чи жгу - чи - е
Am (Em)
Dm (Am)
Am (Em)
и пре - крас - ны - е, как лю - блю я вас, как бо - юсь я вас,
E⁷ (B⁷)
Am (Em)
знать, у - ви - дел вас, я не в до - брый час.

ПРИПЕВ: Очи чёрные, очи страстные,
Очи жгучие и прекрасные,
Как люблю я вас, как боюсь я вас.
Знать увидел вас, я не в добрый час.

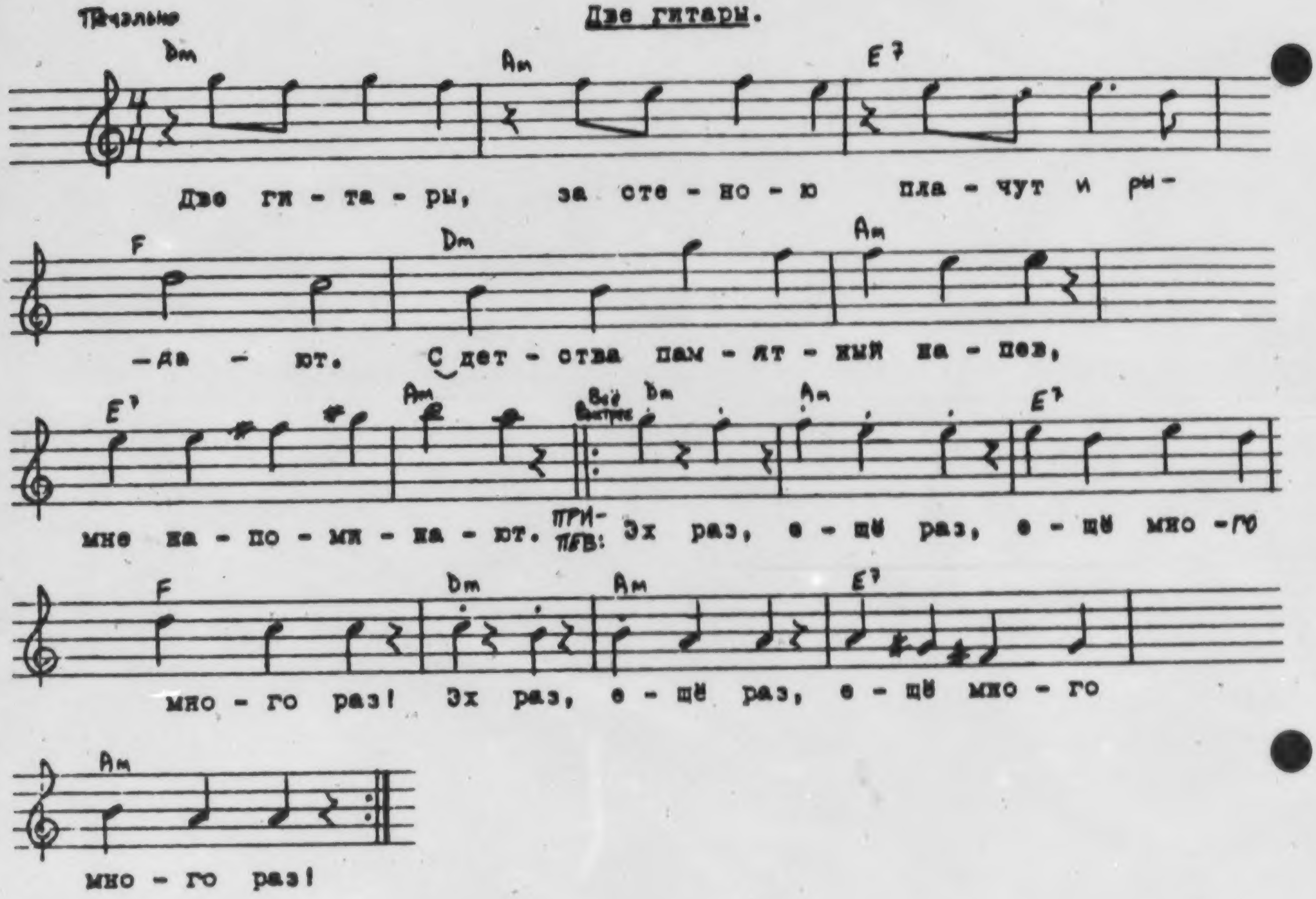
Очи чёрные, очи ясные,
Очи жгучие и прекрасные,
Лишь увидел вас, потерял покой
И весь мир мой стал для неё одной.

ПРИПЕВ.

Не встречал бы вас, не страдал бы так,
И прожил бы жизнь улыбаяся.
Вы сгубили меня, очи чёрные,
Унесли навек моё счастье вы.

ПРИПЕВ.

Две гитары.


Печально
Dm Am E7
Две ги - та - ры, за сте - но - ю пла - чут и ры-
F Dm Am
-да - ют. С дет - ства пам - ят - ный на - пев,
E7 Am Dm Am E7
Всё быстрее
мне на - по - ми - на - ют. ПРИПЕВ: Эх раз, е - щё раз, е - щё мно - го
F Dm Am E7
мно - го раз! Эх раз, е - щё раз, е - щё мно - го
Am
мно - го раз!

Две гитары, за стеною
Плачут и рыдают.
С детства памятный напев,
Мне напоминают.

ПРИПЕВ: Эх раз, ещё раз, ещё много, много раз,
Эх раз, ещё раз, ещё много, много раз. Повторяется.

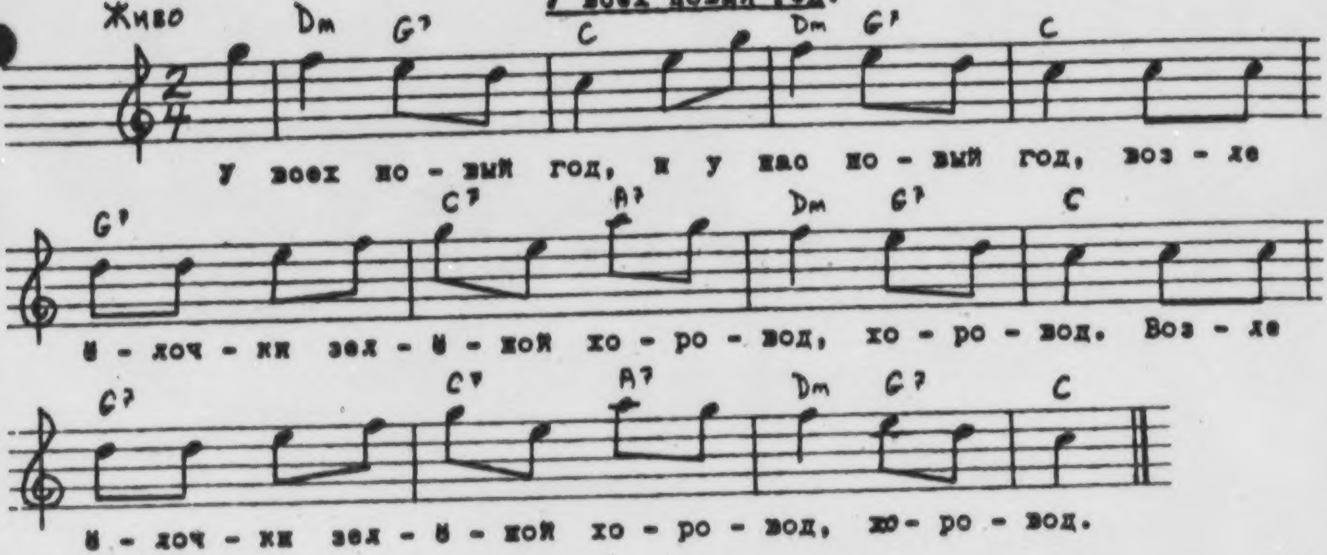
По рукам, да по ногам
Спутала, связала,
По бессонным по ночам,
Сердце истерзала.

ПРИПЕВ

Эх ты, доля ты моя,
Ты лихая доля,
Ох, сломила б я тебя,
Кабы только воля.

ПРИПЕВ

У всех новый год.


Живо
Dm G7 C Dm G7 C
У всех но - вый год, и у нас но - вый год, воз - ле
G7 C7 A7 Dm G7 C
ё - лоч - ки зел - ё - ной хо - ро - вод, хо - ро - вод. Воз - ле
G7 C7 A7 Dm G7 C
ё - лоч - ки зел - ё - ной хо - ро - вод, хо - ро - вод.

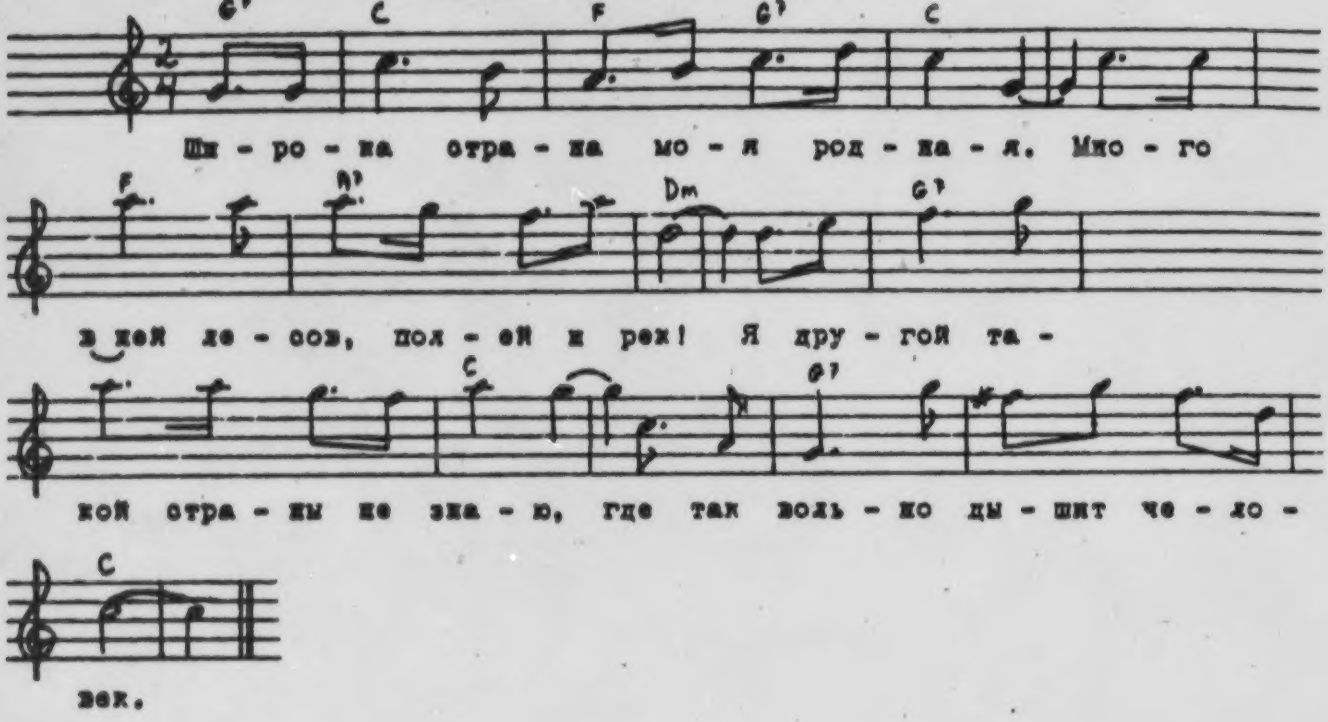
У всех новый год,
И у нас новый год,
Возле ёлочки зелёной
Хоровод, хоровод.

Пришёл Дед-Мороз,
К нам пришёл Дед-Мороз,
Он игрушек и хлолушек
И конфет принёс.

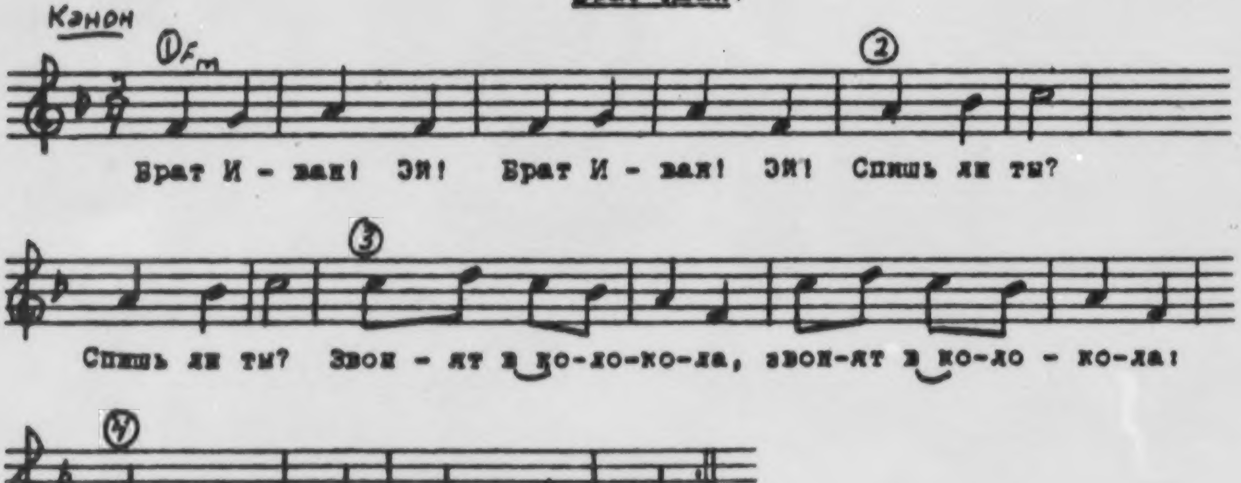
Он добрый у нас,
Он весёлый у нас,
Возле ёлочки зелёной
Сам пошёл с нами в пляс.

Пускай, кто прилёт,
Тоже спляшет, споёт,
Потому-что нынче праздник-
Новый Год! Новый Год!

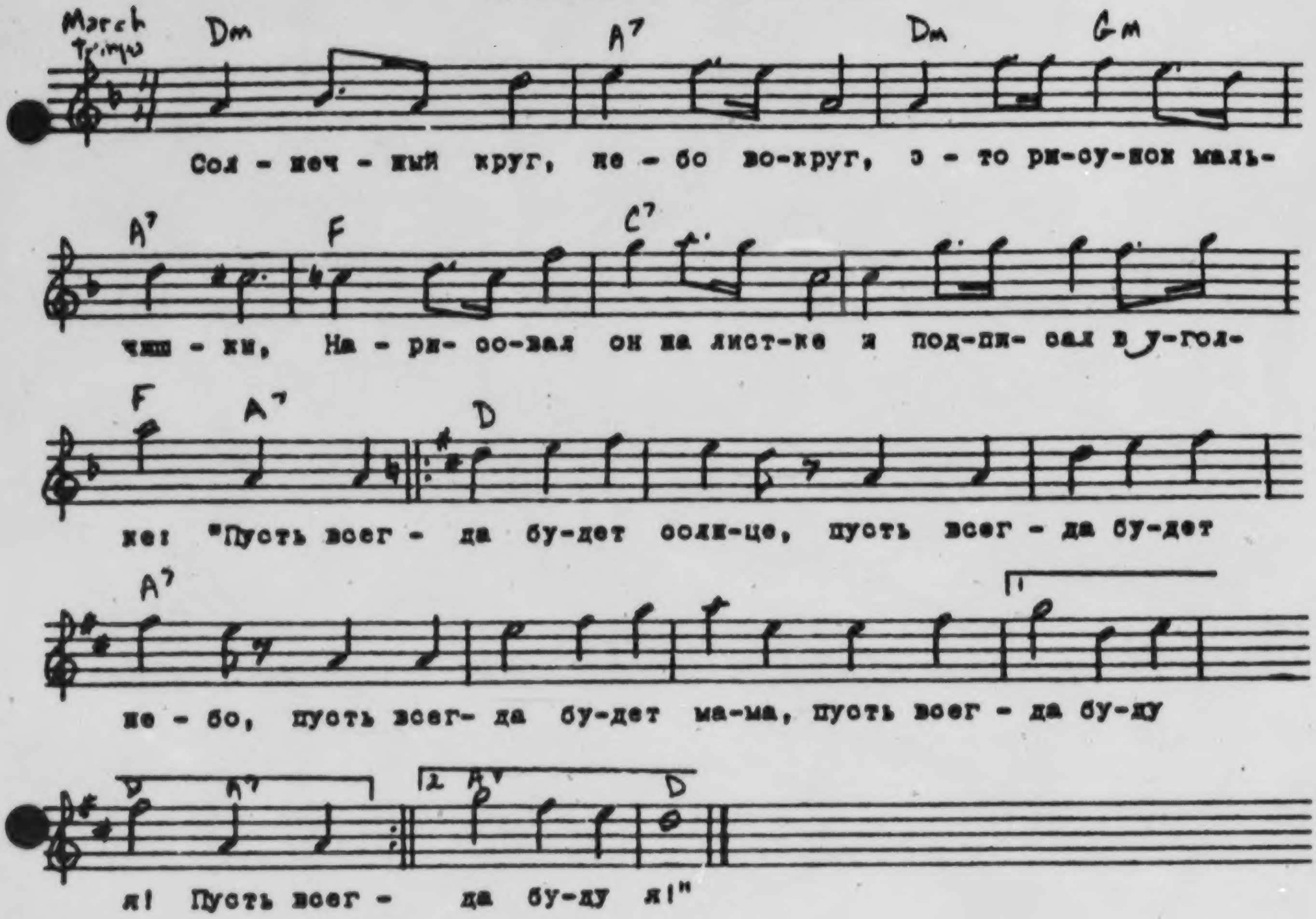
Широка страна моя родная.


G7 C F G7 C
Ши - ро - ка стра - на мо - я род - на - я. Мно - го
F A7 Dm G7
в ней ле - сов, пол - ей и рек! Я дру - гой та -
C G7
кой стра - ны не зна - ю, где так воль - но ды - шит че - ло -
C
век.

Брат Иван!


Канон
① Fm
②
Брат И - ван! Эй! Брат И - ван! Эй! Спишь ли ты?
③
Спишь ли ты? Звон - ят в ко-ло-ко-ла, звон-ят в ко-ло - ко-ла!
④
динь, динь, динь, динь, динь, динь!

Пусть всегда будет солнце.


March Tempo
Dm A7 Dm Gm
Сол - неч - ный круг, не - бо во-круг, э - то ри-су-нок маль-
A7 F C7
чиш - ки, На - ри- со-вал он на лист-ке и под-пи- сал в у-гол-
F A7 D
ке! "Пусть всег - да бу-дет солн-це, пусть всег - да бу-дет
A7 1
не - бо, пусть всег- да бу-дет ма-ма, пусть всег - да бу-ду
D A7 2 A7 D
я! Пусть всег - да бу-ду я!"

Солнечный круг, небо вокруг,--
Это рисунок мальчишки.
Нарисовал он на листке
И подписал в уголке!

ПРИПЕВ: "Пусть всегда будет солнце,
Пусть всегда будет небо,
Пусть всегда будет мама,
Пусть всегда буду я!" } 2 раза

Милый мой друг, верный мой друг,
Людям так хочется мира!
И в тридцать пять сердце опять
Не устаёт повторять!

ПРИПЕВ 2 раза.

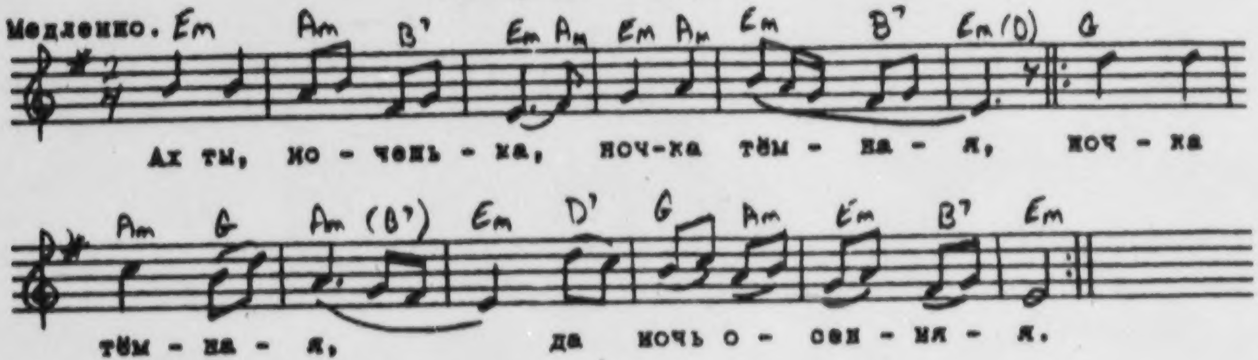
Тише, солдат, слышишь, солдат,
Люди пугаются взрывов.
Тысячи глаз в небо глядят,
Губы упрямо твердят:

ПРИПЕВ 2 раза.

Против беды, против войны
Встанем за наших мальчишек,
Солнце навек, счастье навек,
Так повелел человек!

ПРИПЕВ 2 раза.

Ах ты, ноченька.


Медленно.
Em Am B7 Em Am Em Am Em B7 Em(D) G
Ах ты, но - чень - ка, ноч-ка тём - на - я, ноч - ка
Am G Am (B7) Em D7 G Am Em B7 Em
тём - на - я, да ночь о - сен - ня - я.

Ах ты, ноченька,
Ночка тёмная,
{Ночка тёмная,
{Да ночь осенняя.

Что ж ты, ноченька,
Притуманилась,
{Что ж, осенняя,
{Принахмурилась?

Али нет у тебя
Ясна месяца,
{Али нет у тебя
{Ярких звёздочек?

Что ж ты девица,
Притуманилась,
{Что ж ты, красная,
{Припечалилась?

Али нет у тебя
Отца--матери,
{Али нет у тебя
{Друга милого?

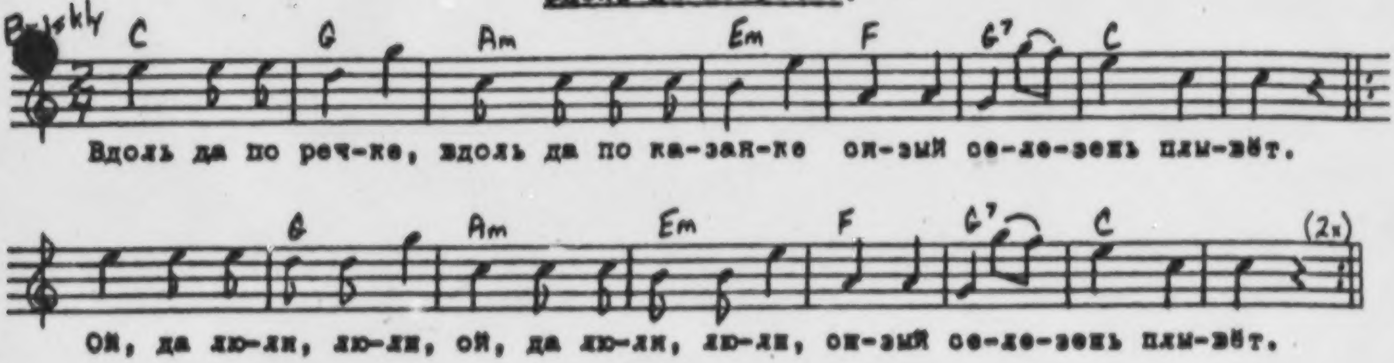
Как же мне, девице,
Не туманиться,
{Как же мне красной,
{Не печалиться?

Нет у меня девицы,
Отца--матери,
{Только есть у меня
{Мил-сердечный друг,

Да и тот со мной
Не в ладу живёт,
{Не в ладу живёт,
{В несогласии.

Вторая половина каждого куплета повторяется.

Вдоль да по речке.


Briskly
C G Am Em F G7 C
Вдоль да пореч-ке, вдоль да по ка-зан-ке си-зый се-ле-зень плы-вёт.
G Am Em F G7 C (2x)
Ой, да лю-ли, лю-ли, ой, да лю-ли, лю-ли, си-зый се-ле-зень плы-вёт.

Вдоль да по речке,
Вдоль да по Казанке
Сизый селезень плывет.
Ой, да люли, люли,
Ой, да люли, люли, —
Сизый селезень плывет.

Вдоль да по бережку,
Вдоль да по крутому
Добрый молодец идет.
Сашенька, Машенька,
Душенька Парашенька, —
Добрый молодец идет.

Чешет он кудри,
Чешет он русы
Частым гребнем-гребешком.
Три деревни, два села,
Восемь девок, один я, —
Частым гребнем-гребешком,

Сам он со кудрями,
Сам он со русыми
Разговаривает.
Ишь-ты, поди ж ты,
Что и говоришь ты, —
Разговаривает:

«Кому ж мои кудри,
Кому ж мои русы
Достанутся расчесать?
Эй, чай, примечай,
Куда чайки летят, —
Достанутся расчесать?»

Доставались кудри,
Доставались русы
Старой бабе расчесать.
То-то да любо,
То-то да любо, —
Старой бабе расчесать.

Она не умеет,
Она не горазда
Кудри молодцу чесать.
Ой, да люли, люли,
Ой, да люли, люли, —
Кудри молодцу чесать.

Как она ни чешет,
Как она ни гладит,
Только волосы дерет.
Сашенька, Машенька,
Душенька Парашенька, —
Только волосы дерет.

Доставались кудри,
Доставались русы
Молодой вдове чесать.
Три деревни, два села,
Восемь девок, один я, —
Молодой вдове чесать.

Она их не чешет,
Она их не гладит,
Только слезы свои льет.
Ишь-ты, поди ж ты,
Что и говоришь ты, —
Только слезы свои льет.

Доставались кудри,
Доставались русы
Красной девице чесать.
Эй, чай, примечай,
Куда чайки летят, —
Красной девице чесать.

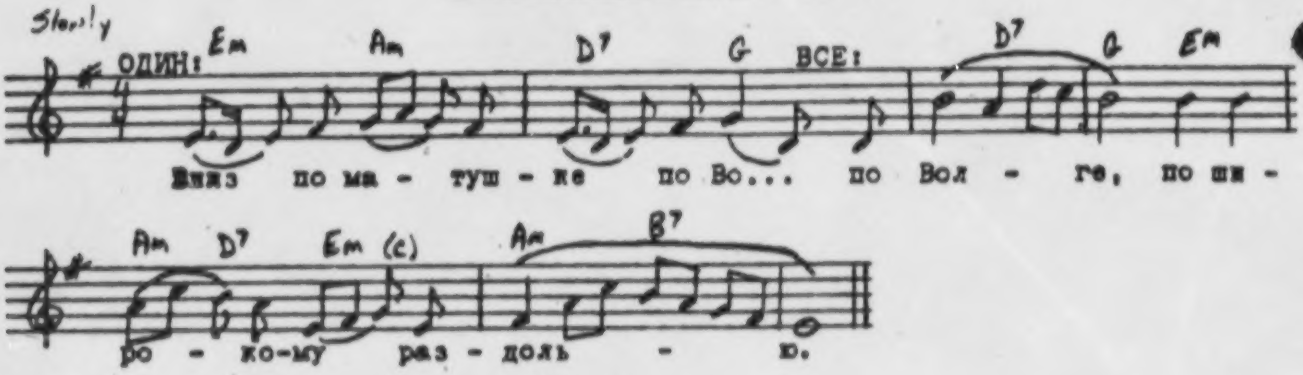
Она их расчешет,
Она их разгладит,
Алой лентой перевьет.
То-то да любо,
То-то да любо, —
Алой лентой перевьет.

Вот она умеет,
Вот она горазда
Кудри русы расчесать!
Ой, да люли, люли
Ой, да люли, люли, —
Кудри русы расчесать!

Она их и чешет,
Она их и гладит,
Волос к волосу кладет.
Сашенька, Машенька,
Душенька Парашенька, —
Волос к волосу кладет.

Три последние строки каждого куплета повторяются.

Вниз по матушке по Волге.


Slowly
ОДИН:
Em
Am
D7
G
ВСЕ:
D7
G
Em
Вниз по ма - туш - ке по Во... по Вол - ге, по ши -
Am
D7
Em (C)
Am
B7
ро - ко-му раз - доль - ю.

Вниз по матушке по Во...
  по Волге,
По широкому раздолью,

По широкому раздо...
  раздолью,
Поднималась непогода.

Поднималась непого...
  погода,
Погодушка немалая,

Погодушка нема...
  немалая,
Немалая, волновая.

Ничего в волнах не ви...
  не видно,
Одна лодочка чернеет,

Одна лодочка черне...
  чернеет,
Только паруса белеют.

Только паруса беле...
  белеют,
На гребцах шляпы чернеют.

На гребцах шляпы черне...
  чернеют,
Сам хозяин во наряде,

Сам хозяин во наря...
  наряде,
В чёрном бархатном кафтане,

В чёрном бархатном кафта...
  кафтане.
Уж как взговорит хозяин,

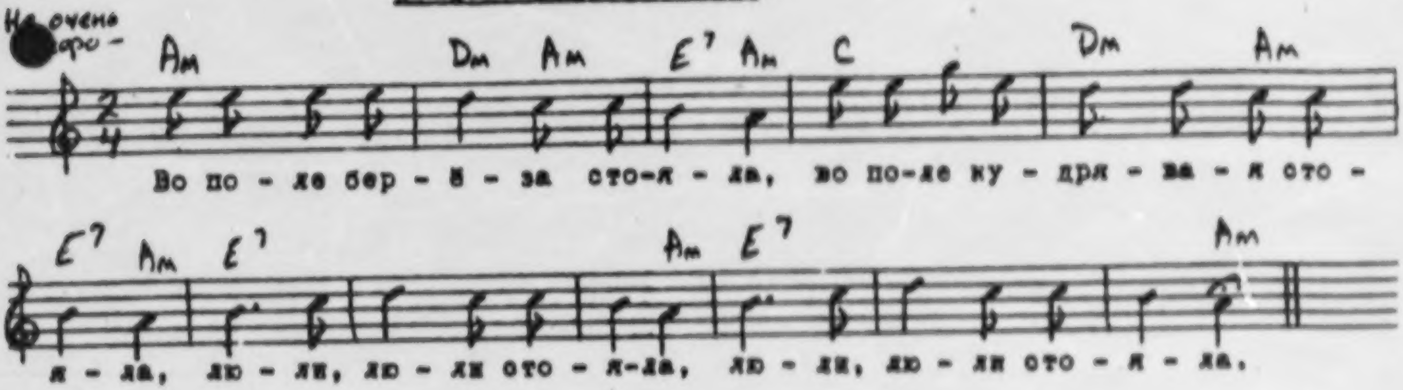
Уж как взговорит хозя...
  хозяин:
"Нуте, грянемте, ребята,

Нуте, грянемте, ребя...
  ребята,
Вниз по матушке по Волге.

Вниз по матушке по Во...
  по Волге,
Приворачивай, ребята,

Приворачивай, ребя...
  ребята,
Ко крутому бережочку."

Во поле берёза стояла.


Не очень быстро
Am Dm Am E7 Am C Dm Am
Во по - ле бер - ё - за сто-я - ла, во по-ле ку - дря - ва - я сто -
E7 Am E7 Am E7 Am
я - ла, лю - ли, лю - ли сто - я-ла, лю - ли, лю - ли сто - я - ла.

Во поле берёза стояла,
Во поле кудрявая стояла,
Люли, люли, стояла.

Некому берёзку заломати,
Некому кудряву заломати,
Люли, люли, заломати.

Как пойду я в лес, погуляю,
Белую березу заломаю.
Люли, люли заломаю.

Срежу с берёзы три пруточка,
Сделаю себе я три гудочка,
Люли, люли три гудочка.

Четвёртую балалайку,
Пойду на новые сени,
Люли, люли, на сени.

Стану в балалаечку играти,
Стану я старого будити,
Люли, люли,будити:

"Встань ты, мой старый, проснися,
Борода седая, пробудися,
Люли, люли пробудися.

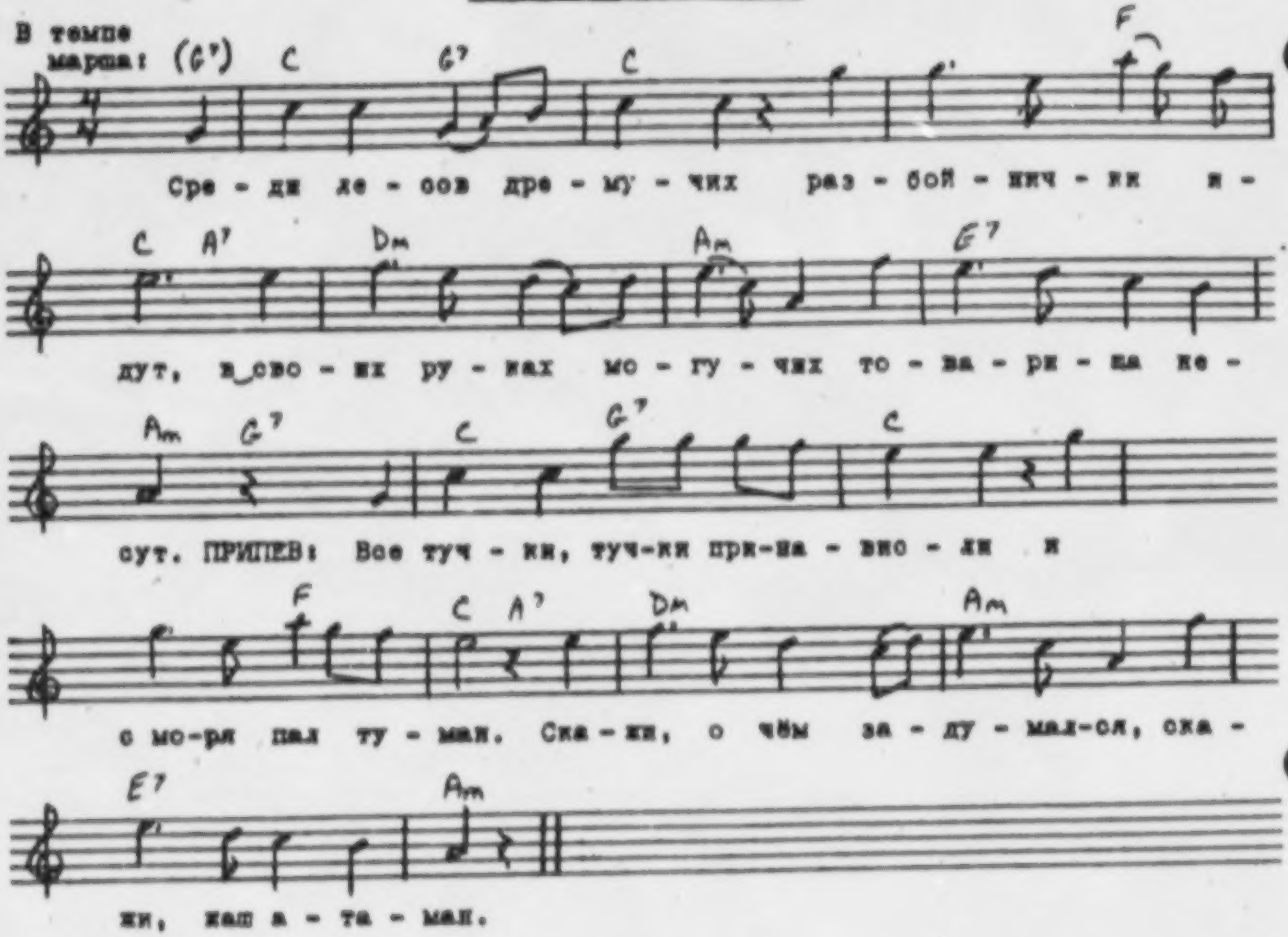
Вот тебе помои, умойся,
Вот тебе рогожка, утрися,
Люли, люли утрися.

Вот тебе лопата, помолися,
Вот тебе борона расчешися,
Люли, люли, расчешися.

Вот тебе лапотки, обуйся,
Вот тебе шубенка, оденься.
Люли, люли, оденься.

Вот тебе дорожка, прогуляйся,
Вот тебе дорожка, прогуляйся,
Люли, люли, прогуляйся".

Среди лесов дремучих.


В темпе марша:
(G7) C G7 C F
Сре - ди ле - сов дре - му - чих раз - бой - нич - ки и -
C A7 Dm Am E7
дут, в_сво - их ру - ках мо - гу - чих то - ва - ри - ща не -
Am G7 C G7 C
сут. ПРИПЕВ: Все туч - ки, туч-ки при-на - вис - ли и
F C A7 Dm Am
с мо-ря пал ту - ман. Ска - жи, о чём за - ду - мал-ся, ска -
E7 Am
жи, наш а - та - ман.

Среди лесов дремучих
Разбойнички идут,
В своих руках могучих
Товарища несут.

Носилки не простые,
Из ружей сложены,
А поперёк стальные
Мечи положены.

Но кровь из ран струится
По бровям, по вискам,
Течёт струей багряной
По русым волосам.

Ремни его кольчужны
Обрублены висят,
Два метких пистолета
За поясом блестят.

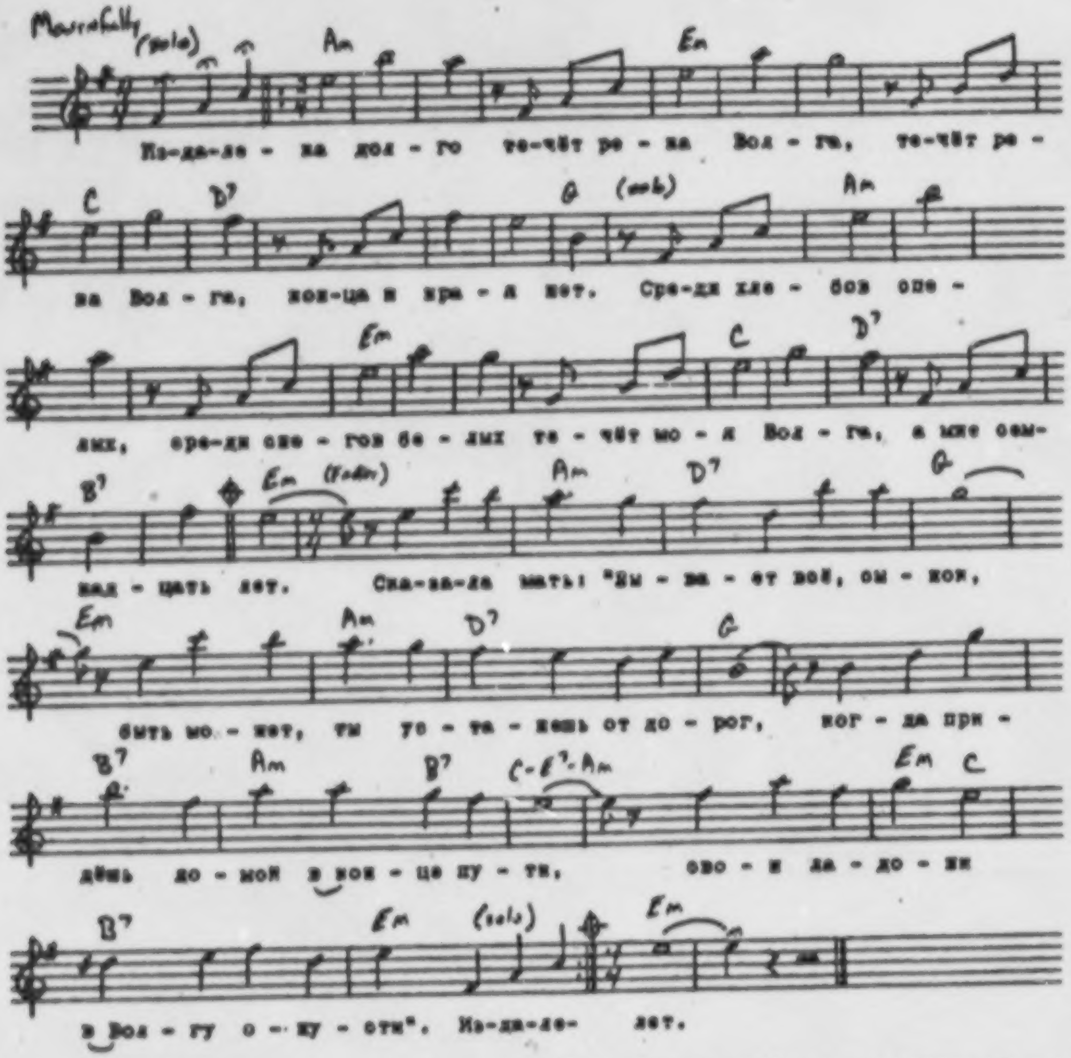
"Прощай ты, наш товарищ,
Наш Чуркин молодой,
Уж нам теперь не время
Беседовать с тобой!

Уж нам теперь не время
Беседовать с тобой:
Идём, идём скорее
Мы снова, братцы, в бой!"

Припев повторяется после каждого куплета:

Все тучки, тучки принависли
И с моря пал туман.
Скажи, о чём задумался,
Скажи, наш атаман.

Течёт Волга.


Mournfully (solo)
Am
Em
Из-да-ле - ка дол - го те-чёт ре - ка Вол - га, те-чёт ре -
C
D7
G (sub)
Am
ка Вол - га, кон-ца и кра - я нет. Сре-ди хле - бов спе -
Em
C
D7
лых, сре-ди сне - гов бе - лых те - чёт мо - я Вол - га, а мне сем -
B7
Em (Fade)
Am
D7
G
над - цать лет. Ска-за-ла мать: "Бы - ва - ет всё, сы - нок,
Em
Am
D7
G
быть мо - жет, ты ус - та - нешь от до - рог, ког - да при -
B7
Am
B7
C-B7-Am
Em
C
дёшь до - мой в кон - це пу - ти, сво - и ла - до - ни
B7
Em
(solo)
Em
в Вол - гу о - пу - сти". Из-да-ле- лет.

Издалека долго
Течёт река Волга,
Течёт река Волга,
Конца и края нет.
Среди хлебов спелых,
Среди снегов белых
Течёт моя Волга,
А мне семнадцать лет.

Сказала мать: "Бывает всё, сынок,
Быть может, ты устанешь от дорог,
Когда придёшь домой в конце пути,
Свои ладони в Волгу опусти".

Издалека долго
Течёт река Волга,
Течёт река Волга,
Конца и края нет.
Среди хлебов спелых,
Среди снегов белых
Течёт моя Волга,
А мне уж тридцать лет.

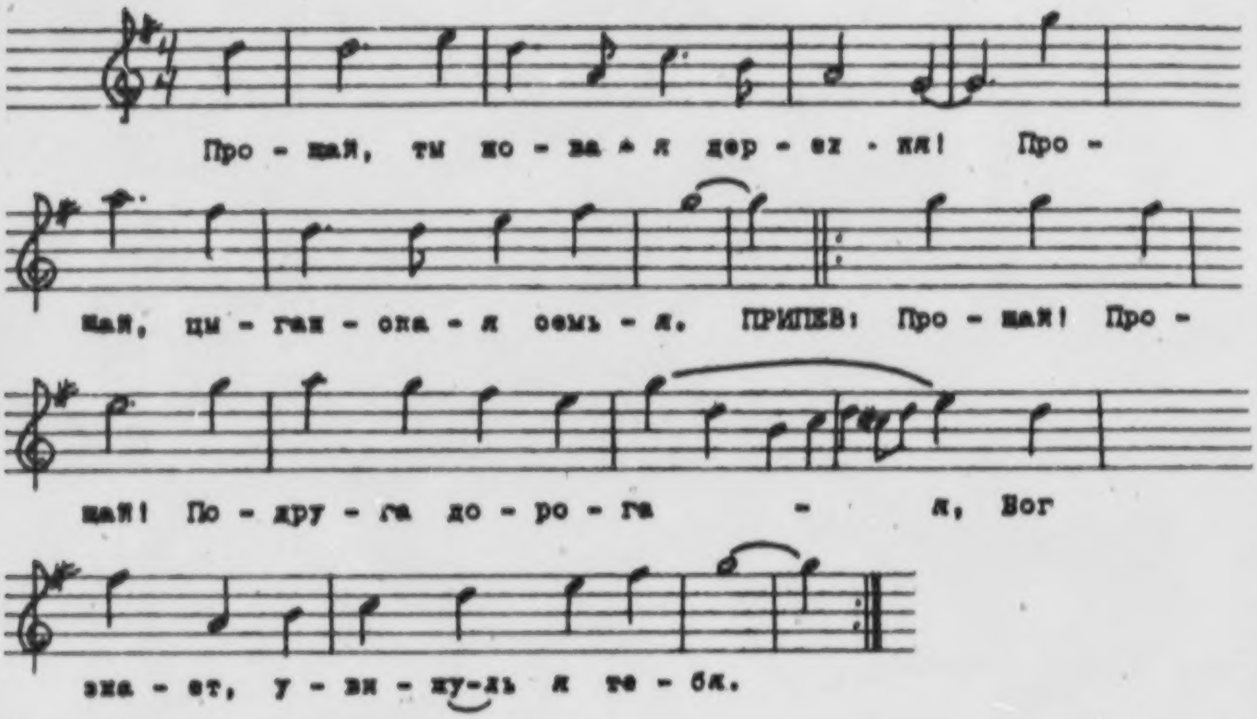
Твой первый взгляд и первый плеск весла,
Всё было, только речка унесла.
Я не грущу о той весне былой,
Взамен её--твоя любовь со мной.

Издалека долго
Течёт и т.д.
. . .
Гляжу в тебя, Волга
Седьмой десяток лет.

Здесь мой причал и здесь мои друзья,
Всё, без чего на свете жить нельзя.
С далёких плесов в звёздной тишине
Другой мальчишка подпевает мне.

Издалека долго
Течёт и т.д.
. . .
Течёт моя Волга,
А мне семнадцать лет.

Прощай.


Про - щай, ты но - ва - я дер - ев - ня! Про -
щай, цы - ган - ска - я семь - я. ПРИПЕВ: Про - щай! Про -
щай! По - дру - га до - ро - га - я, Бог
зна - ет, у - ви - жу-ль я те - бя.

Прощай, ты новая деревня!
Прощай, цыганская семья.

ПРИПЕВ: Прощай! Прощай! Подруга дорогая,
Бог знает, увижу-ль я тебя. (Повторяется.)

Цыгане, пойте громче песни,
Прощаюсь нынче с вами я.

ПРИПЕВ

Дни молодые проходили
С гитарой, с пляской, и с тобой.

ПРИПЕВ

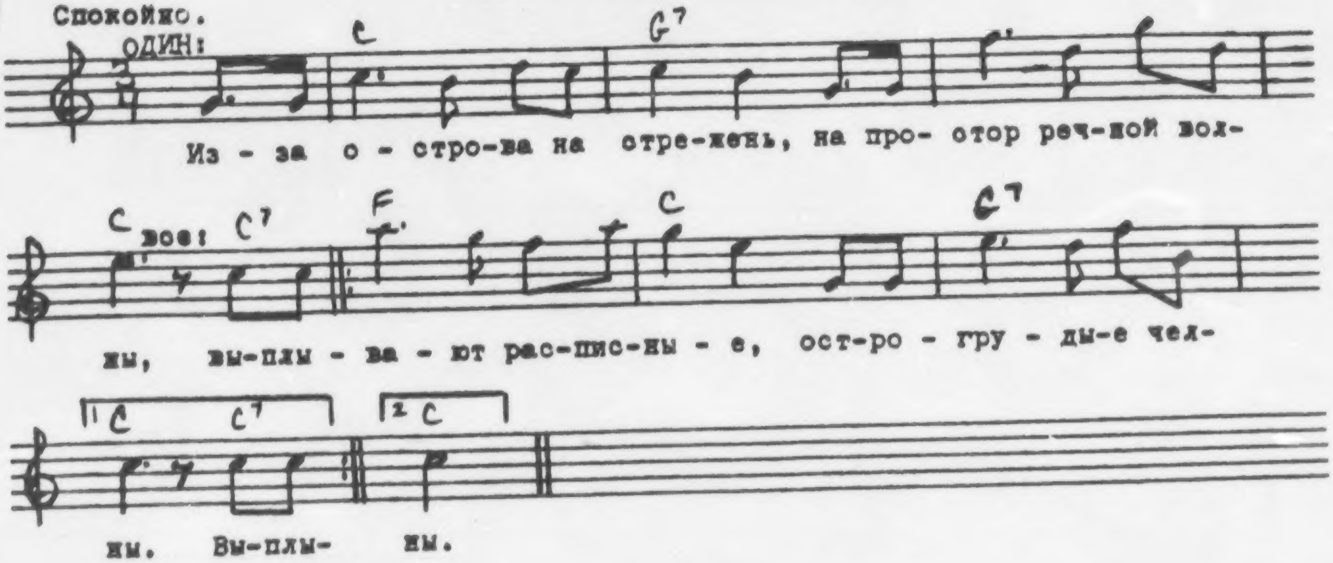
А коль к тебе я не вернусь,
С другим забудешь ты меня.

ПРИПЕВ

Прощай же, новая деревня,
Прощай, быть может, навсегда!

ПРИПЕВ

Из-за острова на стрежень.


Спокойно.
ОДИН:
C G7 C C7 F C G7 C C7 C
Из - за о - стро-ва на стре-жень, на про- отор реч-ной вол-
ны, вы-плы - ва - ют рас-пис-ны - е, ост-ро - гру - ды-е чел-
ны. Вы-плы- ны.

Из-за острова на стрежень,
На простор речной волны,
Выплывают расписные,
Острогрудые челны.

На переднем Стенька Разин,
Обнявшись с своей княжной,
Свадьбу новую справляет
Он, весёлый и хмельной.

А она, закрывши очи,
Ни жива и ни мертва,
Молча слушает хмельные
Атамановы слова.

Позади их слышен ропот:
"Нас на бабу променял,
Только ночь с ней провожжался,
Сам наутро бабой стал!"

Этот ропот и насмешки
Слышит грозный атаман,
И он мощною рукою
Обнял персияяки стан.

Брови чёрные сошлися--
Надвигается гроза,
Алой кровью налилися
Атамановы глаза.

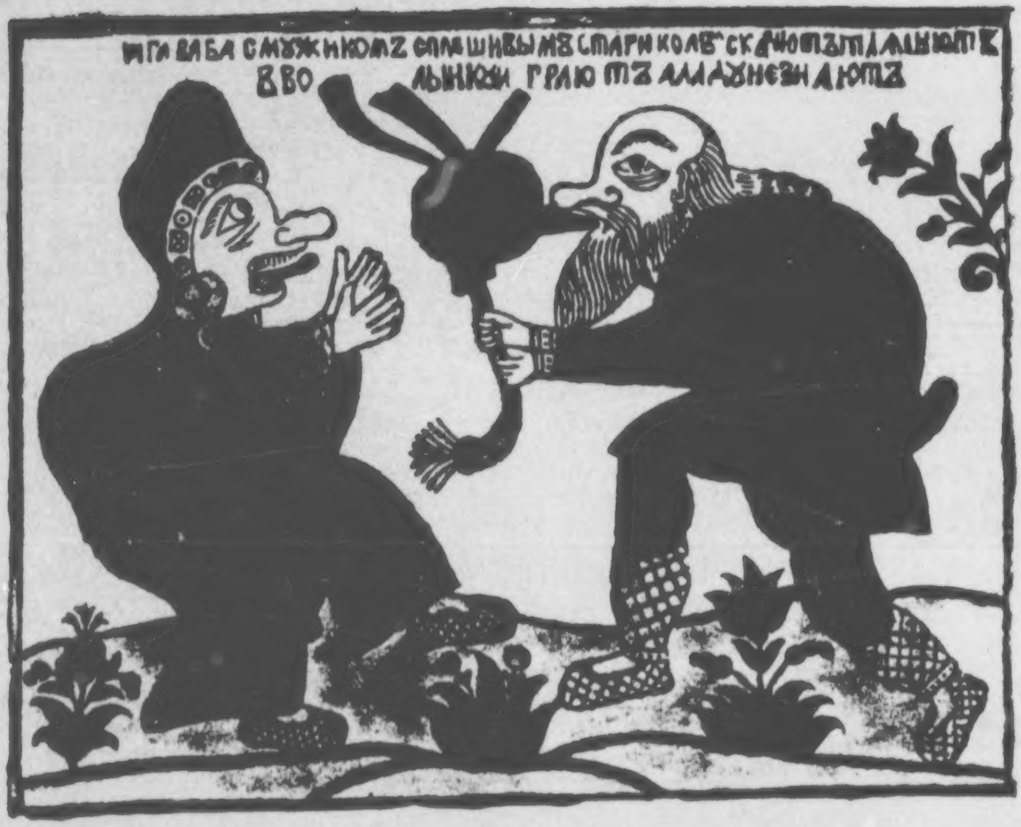
"Ничего не пожалею,
Буйну голову отдам,--
Раздаётся голос властный
По окрестным берегам:--

Волга, Волга, мать родная,
Волга, русская река,
Не видала ты подарка
От донского казака!

Чтобы не было раздора
Между вольными людьми,
Волга, Волга, мать родная,
На, красавицу прими!"

Мощным взмахом поднимает
Он красавицу-княжну
И за борт её бросает
В набежавшую волну.

"Что ж вы, братцы, приуныли?
Эй ты, Филька, чёрт, пляши!
Грянем песню удалую
На помин её души!"

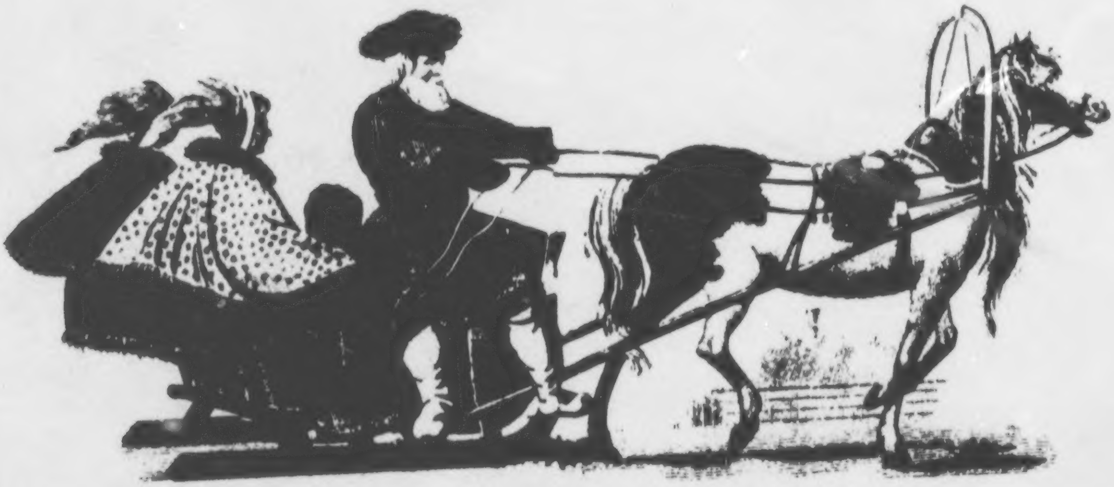

ЯГА БАБА С МУЖИКОМЪ СО ПЛЕШИВЫМЪ СТАРИКОМЪ СКАЧЮТЪ ПЛЯШЮТЪ И
ВВО ЛЫНКУ ИГРАЮТЪ А ЛАДУ НЕ ЗНАЮТЪ

CHAPTER FIVE

In this woodblock print called "The Witch-Baby and the Bald Man," the wife of Peter I compels him to dance and play pipes.

ЗАГАДКИ

1. Всегда ходит, а с места не ходит? (Часы)
2. Кто на себе свой дом таскает? (Улитка)
3. В воде купался, а сухим остался? (Гусь)
4. Наступает прежде лета, приносит много света, под снегом воду отпускает на свободу? (Весна)
5. Сетка густая мух не отпускает. (Паутина)
6. Ползун ползет - иголки везет. (Ежик)
7. Когда мы едим - они работает
   Когда мы не едим , они отдыхают
   Не будим о них заботиться - они заболят (Зубы)
8. Два близнеца, два браца на нос верхом садятсяр (Очки)
9. Два конца, два кольца а посредине гвоздик. (Ножницы)
10. Шипит, шурит, похож на змею, а не кусается. (Уж)
11. Пером и пухом нас набили, чтоб очень мягкие мы были
    Лежим спокойно под щекой, чтоб сон был крепкий и покой. (Подушки)
12. Кошка лапкой меня катала, на мне все нитки размотала. (Катушка)



Sleigh of a Russian peasant, 1832.

RIDDLES

1. What always runs, but never leaves its place? (Watch)

2. Who drags his home on his back? (Snail)

3. What swims on water but stays dry? (Goose)

4. What comes before summer, brings much light, and frees water from under the snow? (Spring)

5. A thick net which does not let flies get away. (Cobweb)

6. What crawls and transports needles? (Hedgehog)

7. When we eat - they work
When we don't eat - they rest
And if we don't take care of these--they get sick. (Teeth)

8. Two twins, two brothers which sit high on the nose! (Glasses)

9. Two ends, two rings, and in the middle a nail! (Scissors)

10. It hisses and rustles and looks like a snake, but does not bite! (A grass snake, or garden snake)

11. We are stuffed with feathers and down, in order to make us soft.
We lie quietly under your cheek, so that your dream is safe and sound.
(Pillow)

12. A cat rolls me around with its paw, and unwinds thread from me. What am I? (Spool)

72

СКОРОГОВОРКИ/ TONGUE TWISTERS

Дети пишут

Вот детишки Маша, Миша
Маша меньше, Миша выше
Миша Маше что-то пишет
Отгадай, что пишет Миша

Игрушки

Что за игрушки
У нашей Верушки
    Пушки, катушки
    верушки, хлопушки
    Кошки, матрешки
    мышки, мартышки
Даже штанишки сшиты для мишки

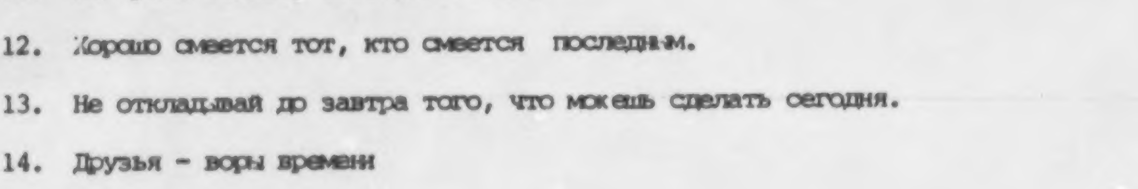
Волки рыщут, пищу ищут

У Саши на носу сажа
Шел Саша по шоссе
Шашки на столе, шишки на сосне
Шапкой Саша шишку сшиб
В лесу слышен шелест листьев

Sleigh of a Russian peasant, 1832.

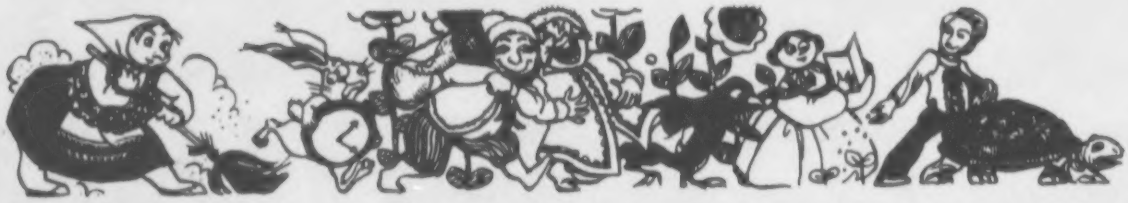
ПОСЛОВИЦЫ

1. Тише едешь, дальше будешь.
2. Повторение - мать учение.
3. Все хорошо, что хорошо кончается.
4. Ни пуха, ни пера!
5. Лучше поздно, чем никогда.
6. Куй железо, пока горячо.
7. Тот, кто много читает, много знает.
8. Что посеешь то и пожнешь.
9. Молчание - знак согласия.
10. Чем больше языков вы знаете, чем шире будет ваша дорога.
11. Кто рана встает, того удача ждет.
12. Хорошо смеется тот, кто смеется последним.
13. Не откладывай до завтра того, что можешь сделать сегодня.
14. Друзья - воры времени
15. Без труда ничего не дается.
16. Одна ласточка весны не делает.
17. Терпение труд все перетрут.
18. Век живи - век учусь.
19. С глаз долой, из сердца вон.
20. Новая метла чисто метет.



PROVERBS

1. Slow but sure.
2. Repetition is the mother of learning.
3. All's well that ends well.
4. Good luck.
5. Better late than never.
6. Strike while the iron is hot.
7. He who reads a lot, knows a lot.
8. That which you sow, is what you shall reap.
9. Silence is a sign of consent.
10. The more languages you know, the wider will be your road.
11. The early bird gets the worm.
12. He who laughs last, laughs best.
13. Don't put off until tomorrow that which you can do today.
14. Friends are thieves of time.
15. Without effort nothing is accomplished.
16. One swallow doesn't make it spring.
17. Patience and hard work will accomplish everything.
18. Live and learn.
19. Out of sight, out of mind.
20. A new broom sweeps clean.



Поэмы

Я вас любил: любовь еще быть может,
В душе моей угасла не совсем;
Но пусть она вас больше не тревожит;
Я хочу печалить вас ничем.
Я вас любил безмолвно,безнадежно,
То робостью, то ревностью томим;
Я вас любил так искренно, так нежно,
Как дай вам Бог любимой быть другим.

1829 Пушкин

I loved you once. My love for you, it may be,
Within this heart of mine is still aglow;
But let it not concern you any longer;
I would not have it pain you anymore.
I loved you once - so hopelessly, in silence,
By shyness, then jealousy beset.
My love for you has been so true, so tender,
As, God may grant, another's may prove yet.

1829 Pushkin

Парус

Белеет парус одинокий
В тумане моря голубом. -
Что ищет он в стране далекой?
Что кинул он в краю родном?

Играют волны, ветер свищет,
И мачта гнется и скрипит;
Увы,- он счастия не ищет
И он от счастия бежит! -

Под ним струя светлей лазури,
Над ним луч солнца золотой:-
А он, мятежный, просит бури,
Как будто в бурях есть покой!

1832 Лермонтов

The Sail

The lonely whiteness of a sail
Gleams in the ocean's azure haze.
What does it seek in distant heavens?
Why has it left its native stays?

The whitecaps play; with tempest shrieking;
The creaking mast now strains and bends...
Alas! No bliss this sail is seeking,
Nor is it bliss the sail evades.

Beneath it - sprays as light as azure;
Above - a golden ray of sun.
Yet, stormy one, it begs for fury,
As though in fury there be calm.

1832 Lermontov

Днем

Я ждал полета и бытия.
Но мертвый ястреб - душа моя.
Как мертвый ястреб, лежит в пыли.
Отдавшись тупо во власть земли.
Разбить не может ее оков.
Тяжелый холод - земной покров.
Тяжелый холод в душе моей,
К земле я никну, сливаюсь с ней.
И оба мертвы, - она и я.
Убитый ястреб - душа моя.

1904 Гиппиус

Daytime

I longed to live - to soar up high!
My soul's a hawk felled from the sky.
Like a fallen hawk - in the dust it lies.
With earth's commands - the soul complies.
Dully it yields to earth's mortal chains.
A heavy chill the earth purveys,
A heavy chill lies in my heart.
Earthward I bow, we cannot part.
And both are dead - my soul and I.
A hawk - that's fallen from the sky.

1904 Hippius

Последний луч

Прорезав тучу, темную , как дым,
Последний луч, в предчувствии заката,
Горит угрюмо, - он, что был живым
Когда-то.

Тесниной смутных гор враждебно сжата,
Одна долина светом золотым
Еще живет, блистательно-богата.

Но блеск ушел к вершинам вековым,
Где нет ни трав, ни слов, ни аромата.
- О, да, я помню! Да, я был живым
Когда-то.

1898 Бальмонт

The Last Ray

The last ray of the sun is burning bright
As it anticipates the fading glow.
Its flare paints sullenly what was alive
Once- long ago.

A valley ringed by hazy hostile hills
Now glitters light and gold amidst the foe,
Its verdure light, its brilliance still.

But now up to the peaks the flames will fly,
Where there's no grass, no dreams, but only snow.
Oh, I remember: Yes I was alive
Once- long ago.

1898 Balmont

Ясновидение

Милая,- знаешь ли - вновь
видел тебя я во сне?
В сердце проснулась любовь
ты улыбалась мне.

Где-то в далеких лугах
ветер вздохнул обо мне.
Степь почивала в слезах:
ты замечталась во сне.

Ты улыбалась, любя,
помня о нашей весне.
Благословляя тебя,
был я весь день как во сне.

1901 Белый

Clairvoyance

Darling, you know, once again,
You came to me in a dream.
Love had awakened in my heart:
You were still smiling at me.

Somewhere, far-off in the mead,
Breezes were whispering to me.
Sleeping in tears was the steppe:
You lost yourself in your dream.

You were still smiling in love,
Lost in the sweet vernal stream.
Happy, I blessed you all day,
Walking as though in a dream.

1901 Biely

Белой ночью

Ах, дверь не запирала я,
Не зажигала свеч,
Не знаешь, как, устала,
Я не решалась лечь.

Смотреть, как гаснут полосы
В закатном мраке хвой,
Пьянея звком голоса
Похожего на твой.

И знать, что все потерятно,
Что жизнь - проклятый ад!
О, я была уверена,
Что ты придешь назад.

1911 Ахматова

On a White Night

I did not lock my door that night
My candle stood unlit.
You wouldn't know, how, exhausted, I
Could seek no rest in sleep.

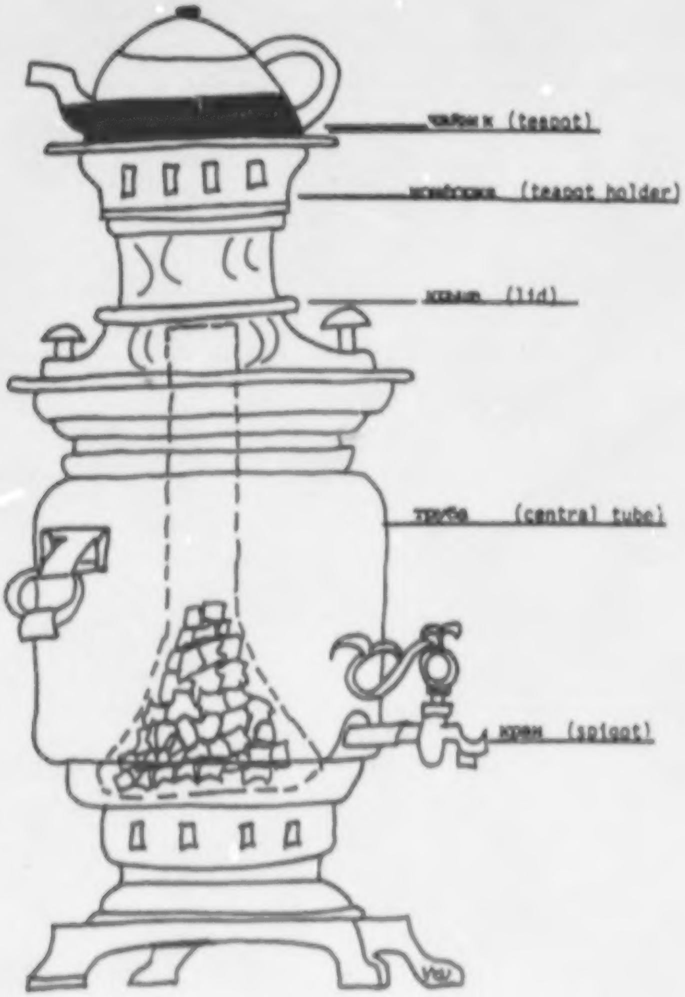
To watch the streaks fade in the sky
The dusk encase the firs
My senses whirling at the sound
Of a voice so much like yours.

And then to know that all is lost!
That life is hell's own pain!
Oh, I had been so sure that night
That you'd come back again!

1911 Akhmatova

THE SAMOVAR

Tea from a samovar is a mixed drink: strong tea from the pot, diluted with hot water. The hostess fills her samovar with cold water and puts burning charcoal in the draft chimney, and boils the water. Strong tea essence is poured from the teapot and boiling water is added from the spigot.


чайник (teapot)
конфорка (teapot holder)
крышка (lid)
труба (central tube)
кран (spigot)

DECORATING EGGS THE UKRAINIAN WAY

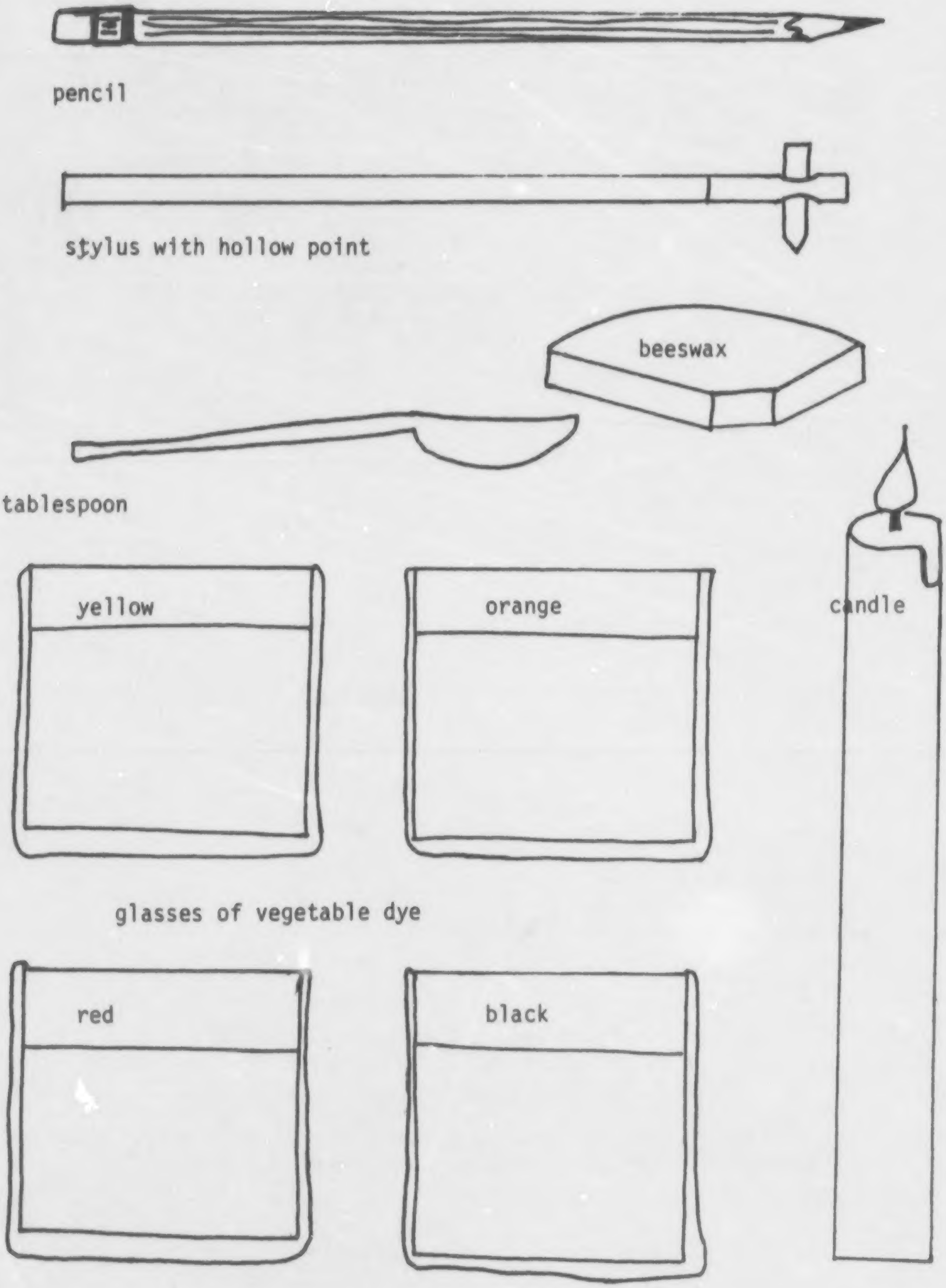
For more information on this subject, see Russian Cooking by Helen and George Papashvily (New York: Time-Life Books Inc., 1975)

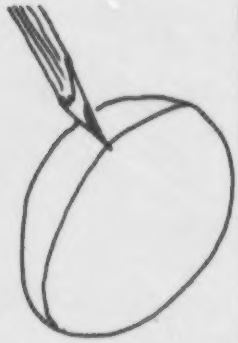
Easter eggs decorated with intricate and colorful designs have been a Ukrainian art form for centuries. The tools and techniques suggested here can be used to produce traditional Ukrainian motifs or your own improvisations. In either case the basic principle is simple: using the equipment shown, a raw white egg is dipped into successively darker colors of dye, while areas to be protected against dye at any stage are covered with beeswax.

1. Holding the pencil steady in one hand and rotating the egg in the other, draw a light pencil line completely around the egg lengthwise.
2. Starting again at the top of the egg, draw another line crossing the first at right angles, thus dividing the egg into quarters.
3. Now draw a third, horizontal line around the middle of the egg.
4. Load the stylus by scraping the open end across the beeswax, and hold the point briefly over a candle flame. Test the flow of wax from the stylus point on a piece of paper, then draw the stylus over the penciled lines on the egg.
5. With the stylus, draw new lines bisecting the open area and dividing each area into six triangles .
6. Place the egg in a spoon and dip it into the yellow vegetable dye. Gently pat it dry with facial tissue.
7. Draw small circles in alternate triangles with the wax-loaded stylus.
8. The waxed circles will remain yellow when the egg is dipped into orange dye.
9. Pat dry again, and place a dot of wax in the center of each circle.
10. Dip into the red dye and pat dry.
11. Next draw fine diagonal lines in each of the remaining triangles.
12. Immerse in the black dye.
13. To make the colors gleam on the decorated egg, melt off the protective coats of wax by holding the egg over the flame, rotating and wiping it gently with a facial tissue.
14. The decorated egg, though fragile, will keep for years, long after its contents dry up. Keep decorated eggs out of direct sunlight so that the colors will not fade.

Decorating Eggs the Ukrainian Way

basic equipment


pencil
stylus with hollow point
beeswax
tablespoon
yellow
orange
candle
glasses of vegetable dye
red
black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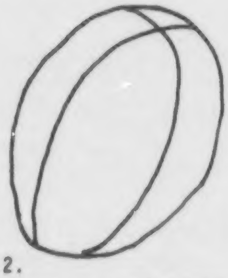
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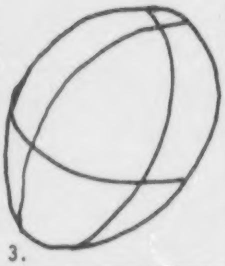
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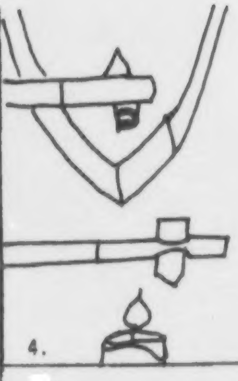
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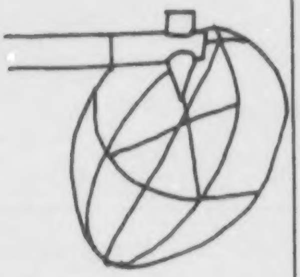
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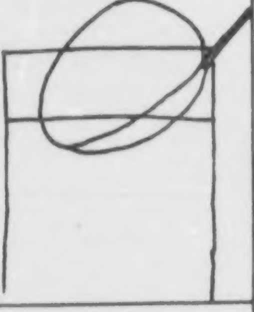
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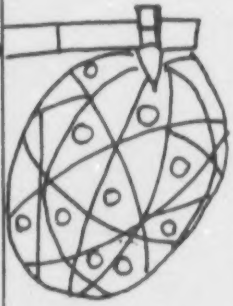
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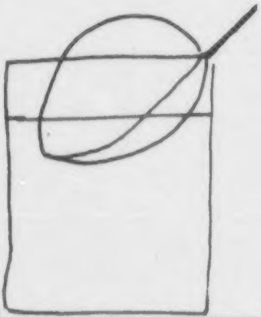
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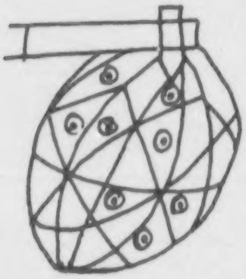
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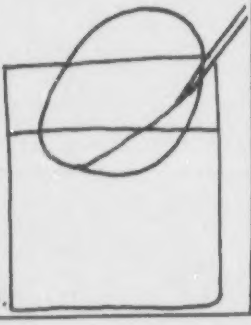
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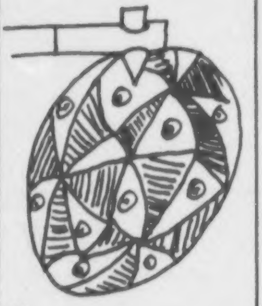
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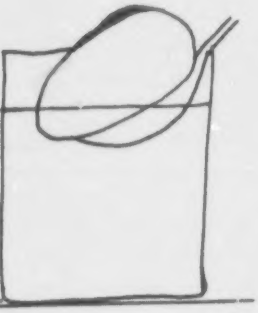
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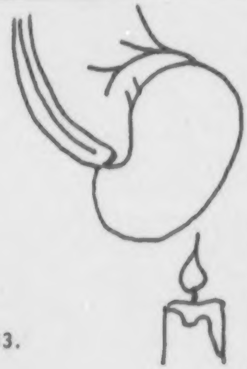
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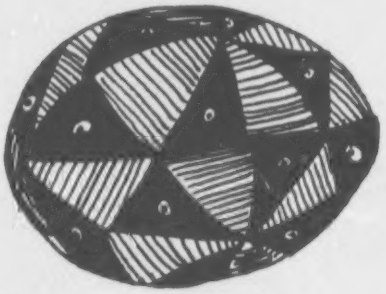
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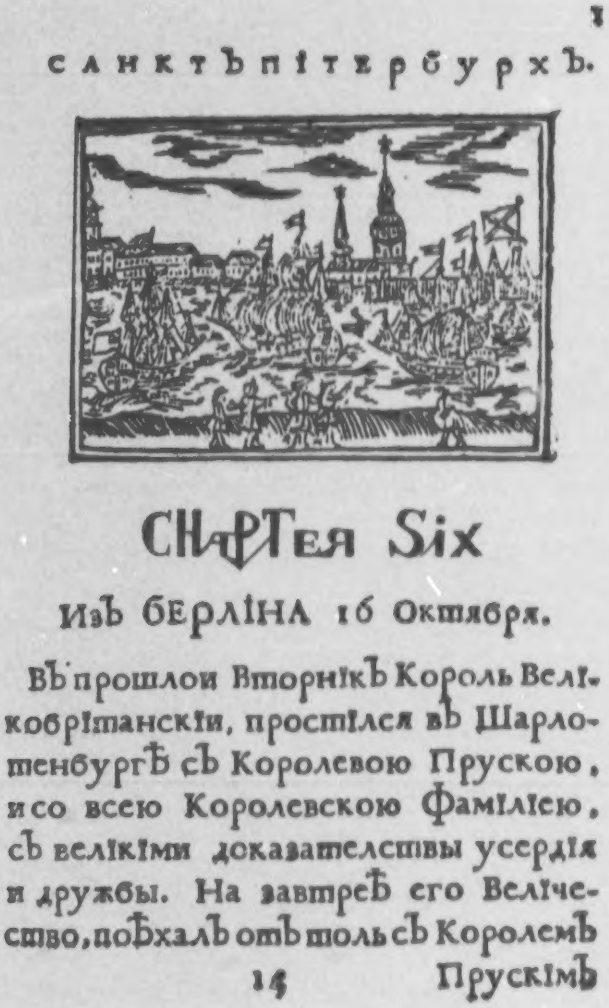


санктъпітербурхъ.

CHAPTER Six

Изъ БЕРЛІНА 16 Октября.

Въ прошлои Вторнікъ Король Велікобрітанскіи, простілся въ Шарлотенбургѣ съ Королевою Прускою, и со всею Королевскою Фамілією, съ велікіми доказателствы усердія и дружбы. На завтреѣ его Велічество, поѣхалъ отъ толь съ Королемъ

14 Прускімъ

Russia's first newspaper was founded in 1703 by Peter the Great, who wanted his people to know what was happening in the world. This issue reports meetings between the British and the Prussian Royal Families.

BRAIN TEASERS

1. In the Soviet Union there is no coin for

   a. 1 kopeck
   b. 2 kopecks
   c. 3 kopecks
   d. 4 kopecks
   e. 5 kopecks

2. Steve is taking an elementary Russian course at his high school, and is to take an examination in Russian tomorrow. His Russian friend told Steve,

   a. Ни пуха, ни пира!
   b. Здраствуйте!
   c. До свидания!

3. The largest republic in the Soviet Union is

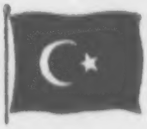
   a. Ukrainian Soviet Socialist
   b. Kazakh Soviet Socialist Republic
   c. Russian Soviet Federative Socialist Republic

4. Your Soviet friend told you he is from the second largest republic in the Soviet Union. He is from

   a. Georgian S.S.R.
   b. Kazakh S.S.R.
   c. Armenian S.S.R.
   d. Ukrainian S.S.R.

5. Identify the flag of the Soviet Union from the following flags.

a.



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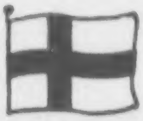
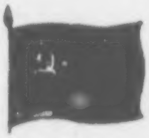


c.



6. In the past, Russians bathed once a week, usually on Saturday in a Russian sauna, or

a. баня
b. изба
c. ванна

7. The use of cosmetics in the Soviet Union appears to be more limited than in the United States mostly because

a. they are available only in limited quantities and people are less experienced in their use
b. they are considered vain
c. they are not sociably acceptable

8. The Russians make a distinction between a ring without a stone (for example a gold band) and a ring with a stone. If a ring has a stone, especially a prominent one, it is called

a. круг
b. кольцо
c. перстень

9. A common phenomenon in Russian personal decor is the wearing of medals. Medals are awarded both for military service and significant contributions in civilian life. If you saw a woman with the medal of мать-героина you would know she

a. delivered and reared 5 children
b. delivered and reared 10 children
c. is headmistress of an orphanage

10. To travel anywhere in the Soviet Union, a Soviet citizen must have

a. заграничный паспорт
b. nothing is required
c. паспорт
d. профсоюзный билет

11. Sasha, a Soviet youth, is meeting an adult for the first time. He does not know the man's name, so he would say,

a. Как вас зовут?
b. Простите, как ваше имя и отчество?
c. как вас по отцу?

12. Endearing names for papa (папа) include:

a. Папаша
b. Папуля
c. Папусенька
d. All of the above

13. The Academy of Sciences was founded by

a. Peter the Great
b. Nicholas and Alexandra
c. Lenin

14. If a mother works, and has no one at home to look after her small child (age 6 months to 3 years), she will enroll him in

a. начальная школа
b. детский сад
c. детские ясли

15. Upon entering university, students specialize in their major field immediately. Any courses taken in addition to the major field are taken on their own. These courses are called

a. другие курсы
b. факультативные курсы
c. факультативные занятия

16. The usual college degree in the Soviet Union takes _____ years to complete.

a. three years
b. four years
c. five years

17. If you see a Russian standing by the side of the road with an arm raised above the head, you know he is

a. hitchiking
b. hailing a cab
c. stopping a bus

18. The most common method of traveling between cities in the Soviet Union is by

a. taxi
b. bus
c. train

19. According to the Russians, the sound a dog makes is

a. гав- гав, ав-ав
b. квак, квак
c. хрю-хрю

20. On March 8 the Russians celebrate

a. Constitution Day
b. Women's Day
c. Easter

21. Two traditional Easter foods are

a. beef stroganov and pirozhki
b. kulich and pashka
c. borsch and chicken Kiev

22. In the past, every peasant hut was said to have had a домовой which is

a. house spirit
b. fireplace
c. well for water

23. You are introduced to a Russian named Иван Максимович. From this you know his father's name is

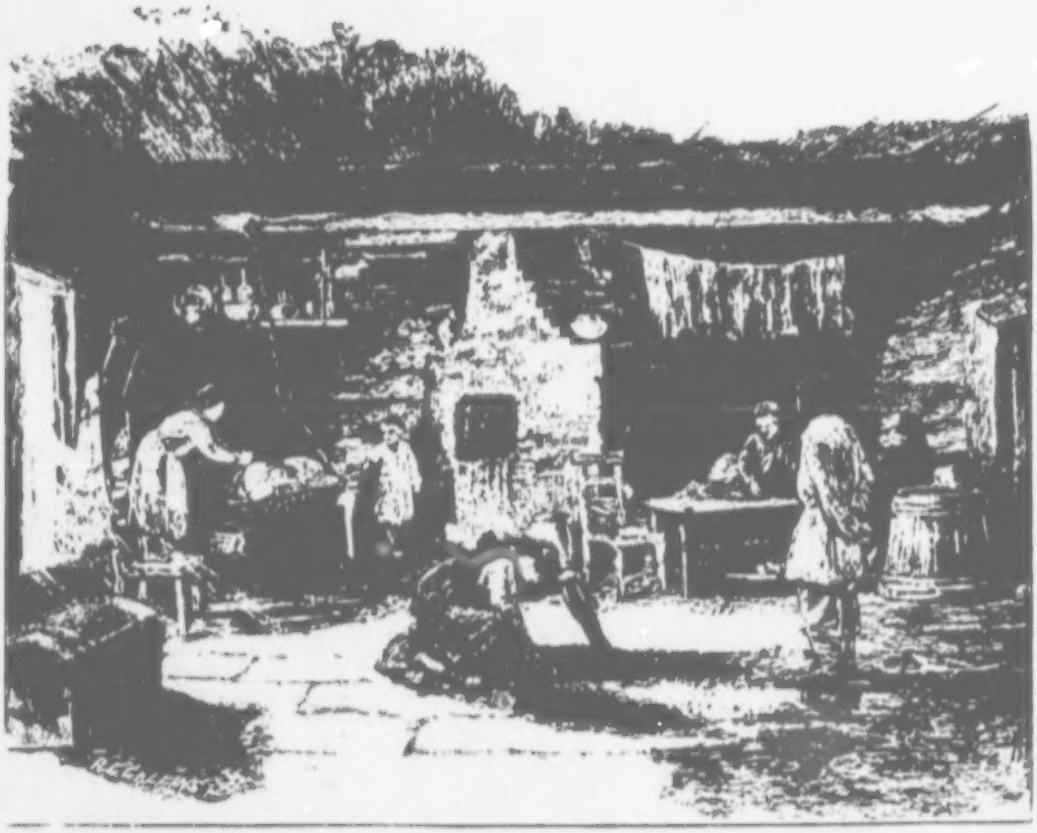
a. Максим
b. Иван
c. no way of telling

24. A samovar is used to make

a. kvass
b. coffee
c. tea

25. A commonly used cleaning agent in the Soviet Union is

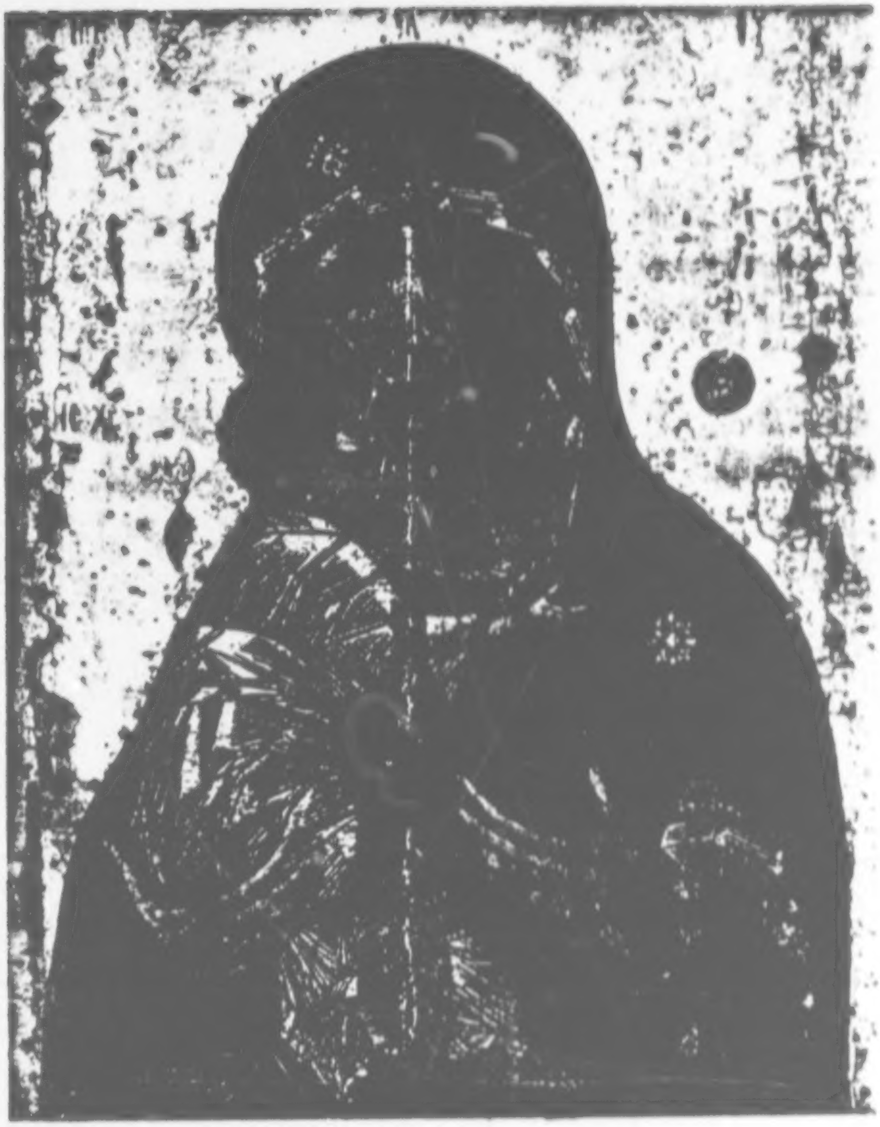
a. baking powder
b. dry mustard
c. flour



LIVING-ROOM OF RUSSIAN PEASANT'S HOUSE AT UST KARÁ

CORRECT ANSWERS FOR BRAIN TEASERS

1. d
2. a
3. c
4. b
5. c
6. a
7. a
8. c
9. b
10. c
11. b
12. d
13. a
14. c
15. b
16. c
17. a
18. c
19. a
20. b
21. b
22. a
23. a
24. c
25. b



CHAPTER SEVEN

Russia's most famous icon, Our Lady of Vladimir.

HOLIDAYS AND FESTIVALS*

Included here are two holidays popular before the Revolution: Easter and the six contemporary legal holidays.

The Christmas Holidays

The Russian Christmas holidays lasted from December 24 to January 6, that is from Christmas Eve to the Epiphany. There were certain non-Christian or pagan customs which were observed during this time. For example, the Festival of the God Kolyada was celebrated on December 24. The purpose of this celebration was to ensure a good harvest. Songs were sung by children and young people going from house to house. The singers received small gifts of food or money in return for their efforts.

The main feature of Christmas day was food. The lavish meal on this day is also said to go back to the pagan custom of assuring a good harvest. Peter the Great is responsible for introducing the Christmas tree in Russia. Tree decorations and ornaments were basically the same as in the Western world, including small animal figures, cookies, dolls, etc. Gifts were put under the tree for the children, although this was not generally a time of great gift giving. Adults received nothing.

On the last day of the Christmas season, Epiphany, Christ's baptism was celebrated. To commemorate this, the priest would lead his flock to the local river and break a hole in the ice. He would bless the water and then some of the faithful would take a dip in the water.

The Easter Season

The Russian Easter season began with a week long mardi gras, or as they called it, maslenitsa. This too began as a pagan holiday saluting the sun which made the grain grow. This week was marked by bonfires, pancakes in gluttonous proportions, and sleigh rides. Fire was an important part of this celebration. In some places people carried burning wheels of straw drenched in pitch, or lit huge bonfires. Another aspect of this celebration was the large quantity of food consumed during this week. Specifically, Russians ate raised dough pancakes or blini. And always there were sleigh rides in a troika gaily decked out in ribbons and bells. Such merriment lasted until the beginning of Lent.

The night before Easter, people would go to church and take with them the traditional Easter foods of Pashka and Kulich, and Easter eggs to be blessed. Church attendance was at its highest on this evening. Near midnight the priest would open the doors and lead a procession around the church three times, and then proclaim at midnight, "Christ is risen."

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*For more information on this subject, see The Russian's World by Genevra Gerhart. (New York: Harcourt Brace Jovanovich, Inc., 1974.)

Easter eggs were very important. Decorated in the Ukrainian style, they were dyed and hand painted. As mentioned, some were taken to church and blessed and later eaten or placed on the shelf with the icon. Or several games were played such as "egg rolling" or "break the egg."

New Year

January first, or New Year, is the first holiday of the year of the contemporary legal holidays. Grandfather Frost brings gifts for children during the night of December 31. He also makes "appearances" at children's parties. He is in general taller and thinner than our Santa Claus and has a greater variety of dress than the typical red with white trim.

Helping Father Frost is the Snow Maiden. As legend has it, a childless couple made a figure of a girl out of snow. This figure came to life, and lived until her friends enticed her to play out in the warm weather where she melted.

Replacing the Christmas tree during this season nowadays is the New Year's tree. It usually has a red star on top, and is decorated with small edibles and small animals.

Women's Day

March 8 is celebrated in the Soviet Union as Women's Day. This must not be confused with our Mother's Day, for on their day the Soviets honor all females. Boys in grade school will give a gift to their women teachers and small gifts to the girls in their class. Women at work may receive awards or be mentioned in the paper. Of course special women in one's life, such as wives and mothers, are honored.

The First of May

May Day in the Soviet Union is celebrated as Labor Day. There are large public gatherings and parades (the type without military display). People march or walk down the street in their usual dress.

Victory Day

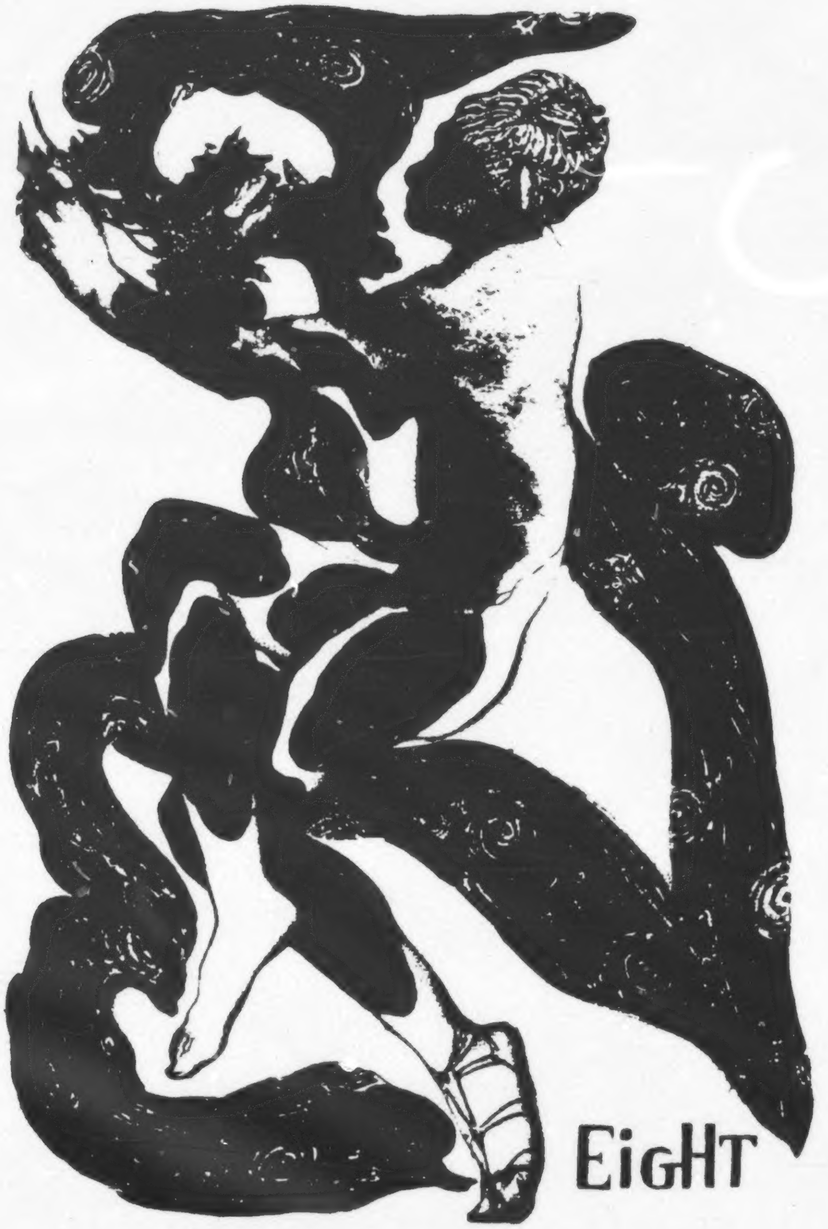
May 9, or Victory Day, commemorates victory over Nazi Germany. Those who died in the war are honored and graves are visited. It must be remembered that World War II still is very important and looms large in the Russian mind.

October Revolution Day

October Revolution Day, November 7-8, is the most important holiday introduced by the Soviets. This holiday is associated with the founding of the Soviet regime. There are parades, and people send out greeting cards on this occasion.

Constitution Day

By December 5, Constitution Day is a pleasant break and welcomed as time to start preparing for the New Year. Because Stalin was originally given credit for the Constitution, older people may still refer to this holiday as "Stalin's Constitution Day."



Leon Bakst's costume design for Nijinsky in "The Afternoon of a Faun."

FAIRY TALES

The following fairy tales are intended to be used with advanced students. A vocabulary list should be provided, and questions to check content. These tales, always popular, lend themselves to numerous activities. They can be acted out by the students, or students can write summaries of these. The tales may be handed out with the conclusion missing, and students have to write their own, in Russian. (This is a good language exercise, since most already are familiar with the tales and know how they should end.) The opportunities are endless. Tales included here are:

- Tom Thumb
- Little Red Riding Hood
- Emperor Who Loved Gold
- Three Bears

МАЛЬЧИК С ПАЛЬЧИК

(По мотивам сказки Шарля Перро; перевод с французского)

Некогда, давным-давно и даже очень давно жили в дремучем лесу дровосек с женой. Жили они люди бедные, а детей у них было семеро, и все мальчики.

Старшего звали Пьеро, ему было десять лет. А младшему - только семь. Он был очень маленьким - ростом чуть побольше пальца, и поэтому его прозвали мальчик-с-пальчик.

Вот как-то выдался неурожайный год,и дровосеку нечем стало кормить детей. 'Что нам делать?' - сказал он жене однажды вечером. -'Ведь еды у нас в доме не осталось ни крошки'.

-Ну да, только вот эта лепешка!- ответила ему жена; в это время она замешивала тесто из остатков муки,чтобы испечь сыновям на завтрак лепешку.

-Знаешь что, давай отведем мальчиков завтра утром в лес- предложил дровосек.
-Не за что- воскликнуда мать. -Ведь они у нас умрут с голоду, а а там их кто-нибудь подберет.-

Подумали они,погоревали и решили все-таки отвести мальчиков в лес. А мальчик-с-спальчик в это время не спал и все слышал.

До самого рассвета не мог он сомкнуть глаз- все размышлял, как же ему поступить.

А утром, раным-рано, когда все еще крепко спали, пошел к ручью и набрал полные карманы маленьких, белых камушков.

И вот дровосек повел детей в лес. Мать разделила им на дорогу последнюю лепешку и долго стояла в дверях, глядела им вслед.

Мальчик-с-пальчик шел позади всех и то и дело вынимал из кармана белые камушки, и бросал на землю, чтобы потом найти по ним дорогу домой.

Но вот камушки кончились. Тогда мальчик-с-пальчик стал бросать на землю кусочки лепешки: ведь он был паренек смышленный!

Наконец дровосек завел детей в самую чащу леса, где и за десять шагов не увидишь друг друга. Он стал рубить деревья, а сыновьям ведел собирать и взять хворост,

Сам рубит, а сам отходит все дальше и дальше , а потом и совсем убежал.

Вскоре мальчики хватились отца и громко кричать и плакать.
-Не бойтесь,- говорит им мальчик-с-пальчик. -Я вас приведу домой.

И он стал искать крошки, которым хотел найти дорогу. Но крошек нигде не было: прилетили птицы и склевали их. Вот горе-то!

Пустились братья искать дорогу и совсем заблудились. А тут и ночь настала и поднялся сильный ветер,полил дождь.

Мальчик-с-пальчик влез на дерево посмотреть, нет ли поблизости дороги. И вдруг увидел огонек - будто свечка мерцала где-то далеко за лесом.

Мальчики поспешили в ту сторону и спустя и спустя какое-то время вышли опушку леса. Там они увидели большой дом, а в окне яркий свет.

Они постучались. Какая-то женщина отворила дверь и спросила: Что вам надо, малыши?- Впуститу нас- ответил мальчик-с-пальчик и рассказал, что ними случилось.

-Ах,бедняжки,- заплакала женщина, -уходидте скорей отсюда! Ведь это дом людоеда! -Куда же нам идти?- сказал мальчик-с-пальчик. -Нас волки сьедят. А людоед,может не тронет.

Женщина впустила их в дом, усадила поближе к огню, чтобы они обсушились, и дала им поесть. А сама стала жарить на вертеле целого барана - людоеду на ужин.

Только мальчики чуть-чуть отогрелись, как послышались страшные удары в дверь. -Это мой муж- испугались женщина. -Лезьте скорее под кровать.

И жена людоеда пошла открывать дверь. Не успел ввалиться в комнату, как тут же говорит: Человеком пахнет! - Что ты муженек, это баран жарится.

-Говорю тебе, человеком пахнет! - не унимался людоед и направился прямо к кровати. Нагнулся и вытащил одного за другим всех семеры мальчиков.

-Ах, ты обманщица! - закричал людоед на жену. -Да тебя самое за это следовало бы съесть ! А мальчики вовремя подоспели: завтра ко мне гости придут, вудет чем полакомиться.

Дети попробовали было просить у людоеда у пощады, но тот только пуще разъярился и крикнул: Жена, подай нож!

-Ну зачем тебе так спешить?- сказала жена. -Видишь, какие они худенькие? Лучше давай накормим их, а нотом запрем на ночь в чулан. Они отдохнут и потолстеют.

Так и сделали. Только с перепугу мальчики не могли проглотить ни кусочка и голодные заснули в чулане.

А людоед потребовал себе вина, да побольше, и напился пьяным, а напившись захрепел, сидя за столом.

И вот в доме все заснули, кроме мальчика-с-пальчика. Как только он услышал храп людоеда, он поднялся и начал искать лазейку, чтобы выбраться из чулана,

Наконец в самом дальнем углу он нашел узкую-узкую щель и протиснулся через нее. Да и немудрено: ведь он был мальчик-с-пальчик!

Потом он тихонько подкрался к людоеду и снял у него с пояса ключ от чулана.

Отпер чулан, разбудил своих братьев,велел им не шуметь, и они все незаметно выскользнули из дома.

Мальчики всю ночь бежали куда глаза глядят. Они боялись, как бы людоед не проснулся и не бросился за ними в погоню.

Но людоед прохрапел всю ночь. А утром он первым делом пошел в чулан посмотреть, потостели ли мальчишки. И что же видит! Чулан пустой!

Надел людоед свои семимильные сапоги и пустился в погоню. Он шагал через горы, перемахивал через реки и все высматривал свою добычу.

А мальчики тем времени были уже недалеко от своего родного дома: когда рассвело, мальчик-с-пальчик заметил на земле белые камушки и по ним повел братьев домой.

Детьям осталось пройти совсем немножко, как вдруг они увидели людоеда.

Пришлось братьям спрятаться в пещере под большой скалой. А людоед, набегавшись, утомился и присел на ту же самую скалу отдохнуть- да и заснул.

Заснул людоед и так захрепел, что даже скала задрожала. И мальчики тоже задрожали от страха. Но мальчик-с-пальчик не испугался, он велел братьям бежать скорее домой.

А сам подкрался к людоеду, стащил с него сапоги-скороходы и обудся в них. Сапоги пришлись ему в пору: ведь они были волшебные и приходились по ноге всякому, кто их надевал.

Мальчик-с-пальчик шагнул раз, другой - и очутился дома.

Отец и мать несказанно ему обрадовались: они все время так горевали освоих сыновьях!

Немного погодя прибежали и осталные братья. Вот семья дровосека и собралась опять вместе.

А людоед? Что ж, людоед так и остался навсегда сидеть на скале: ведь мальчик-с-пальчик забрал его волшебные сапоги, а без них людоед не умел ходить.

Мальчик-с-пальчик поступил гонцом-скороходом, и его родители и братья никогда не знали нужды.

Красная Шапочка

Перевод с французского
Сказка Ш. Перро

Жила-была в одной деревне маленькая девочка, такая хорошенькая, что лучше и на свете не было.

Мать любила ее без памяти, а бабушка - ее больше. Ко дню рождения подарила бабушка любимой внучке красную шапочку.

С тех пор девочка всюду ходила в своей новой нарядной красной шапочке. Соседи так и говорили про нее : Вот Красная Шапочка идет.

Как-то раз испекла мама пирожок и говорит дочке: Сходи-ка ты, Красная Шапочка, к бабушке, снеси ей этот пирожок и горшочек масла да узнай, здорова ли она.

Вот Красная Шапочка собралась и пошла к своей бабушке, в другую деревню.

Идет она лесом, а настречу ей Серый Волк. Очень захотелось ему с'есть Красную Шапочку, да только он не посмел. Где-то близко стучали топорами дровосеки.

Облизнулся Волк и спрашивает девушку: Куда ты идешь, Красная Шапочка?

Я иду к бабушке и несу ей вот этот пирожок и горшочек масла. -А далеко ли живет твоя бабушка? - спрашивает Волк. -Вон в той деревне, за мельницей, в первом домике с края.

-Ладно говорит Волк, - я тоже хочу проведать твою бабушку. Я по этой дороге пойду, а ты ступай по той. Посмотрим, кто из нас раньше придет.

Тут Волк поесся что было духу по самой короткой дороге.

А Красная Шапочка пошла по самой длинной.

Шла она не торопясь, в пути то и дело останавливалась и рвала цветы.

Не успела она еще и до мельницы дойти, а Волк уже прискакал к бабушкиному домику и постучался в дверь: -Тук - тук.

-Кто там?- спрашивает бабушка.

-Это я внучка ваша, Красная шапочка, - ответил Волк тоненьким голосом. -Я к вам в гости пришла, пирожок принесла и горшочек масла.

А бабушка была в это время больна и лежала в постели. Она подумала, что это и в самом деле Красная Шапочка, и крикнуля: - Дерни за веревочку- дверь и откроется.

Волк дернул за веревочку - дверь и открылась. Бросился Волк на бабушку и разом проглотил ее.

Потом он закрыл дверь, улегся на бабушкину постель и стал поджидать Красную Шапочку.

Скоро она пришла и постучалась: - Тук-тук.

-Кто там?- спрашивает Волк, хриплым голосом.

Красная Шапочка сначала испугалась, но потом подумала, что бабушка простужена, и ответила: - Это я, Красная Шапочка. Я принесла вам пирожок и горшочек масла.

Волк откашлялся и сказал потоньше:- Дерки за веревочку, дитя мое, дверь и откроется.

Красная Шапочка дернула за веревочку - дверь и открылась.

Вошла девочка в домик, а Волк спрятался под одеяло и говорит: - Положи-ка пирожок на стол да поставь горшочек на полку, а сама сядь на кровать. Ты, верно, устала.

Красная Шапочка села на кровать и говорит:- Бабушка, да какие же у вас большие руки.

-Это чтобы покрепче обнять, дитя мое.

-Бабушка, какие у вас большие уши.
-Это чтобы лучше слышать тебя, дитя мое.

-Бабушка,какие у вас большие глаза.
-Это чтобы лучше видеть тебя, дитя мое.

-Бабушка, какие у вас большие зубы.
-А это чтобы скорее с'есть тебя, дитя мое.

Не успела Красная Шапочка и охнуть, как злой Волк бросился на нее и проглотил вместе с башмачками и красной шапочкой.

Но к счастью, в это самое время мимо домика проходили дровесеки.

Услышали они шум, вбежали в домик и убили Волка.

Потом они распороли ему брюхо, и оттуда вышла Красная Шапочка, а за ней и бабушка - обе целые и невредимые.

Сказка об император, который любил золото

В давние времена за морем жил некий император.

Он был очень жаден и страшно любил золото.

По всей стране добывали измученные труженики золото для императора.

Рискуя жизнью, спускали носильщики золото с заоблачных круч.

Со всех сторон везли императору золото на слонах и на верблюдах.

Жадный император приказал построить из золота роскошный дворец с золотыми колокольчиками.

Все комнаты во дворце были отделаны золотом.

Затем император повелел воздвигнуть из золота целый город и обнести его золотой стеной с золотыми башнями.

Посуда, из которой ел император, была золотая.

Лампа, горевшая на его столе, была золотая.

Император носил украшенный золотом халат, золотой головной убор и золотые кольца.

Даже подошвы туфель его были отлиты из золота.

До того дошла глупая страсть императора к золоту, что он приказал вырвать себе несколько здоровых зубов и вставить вместо них золотые.

Но и этого было мало жадному императору. Он велел развесить по всей стране объявления, приказывающие явиться во дворец, кто может превращать окружающие предметы в золото.

И вот явился во дворец старик с белой бородой. -Я чародей-волшебник,- сказал он императору. -Хочешь, я начну тебя превращать все вещи в золото простым прикосновением руки.

-Хочу. воскликнул император, и быстро овладев чудесным искусством, побежал в сад, чтобы проверить силу волшебства.

В саду он протянул руку на восток, потм на запад, потрогал здесь, потрогал там, и вот...

... нежные ароматные цветы и свежая зелень листьев превратились в мертвое золото. Жадный император был счастлив.

Затем он побежал к реке.

И только протянул руку, как журчащая прозрачная вода превратилась в золото.

В это время вышли гулять в сад жена и дочь императора.

Император обрадовался дочери и хотел обнять ее.

Но как только он дотронулся до нее, она превратилась в неподвижное, безмолвное золотое изваяние.

Жена императора горько заплакала. Император бросился к ней, чтобы вытереть слезы на ее глазах.

Но только он коснулся ее лица, как она превратилась в золотую статую.

Как ни любил император золото, но все-таки он предпочитал иметь живую жену и живую дочь вместо этих золотых статуй. Долго стоял опечаленный император в саду.

Наконец, он захотел есть и вернулся во дворец, но стоило ему только поднести молоко к губам, как оно превратилось в золото.

Тогда имперетор протянул руку за пирогом,

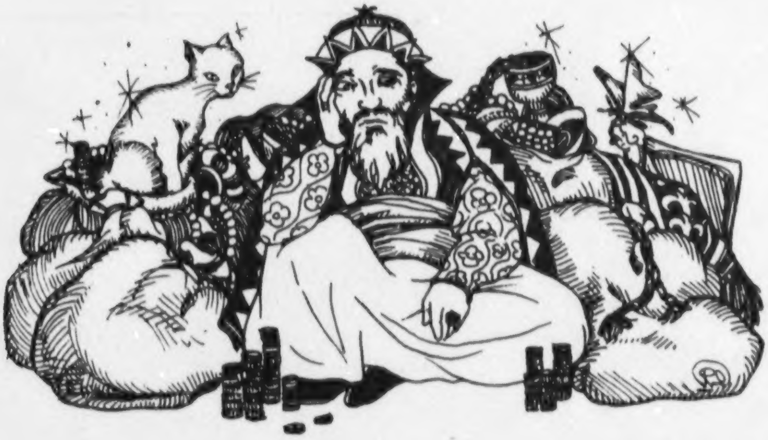
но пирог тотчас же стал золотым, твердым, как камень.

Отчаявшись утолить жажду и голод, император отправился спать.

Но как только он лег на постель, подушка превратилась в золото, стала твердой.

Император накрылся одеялом, но оно стало золотым, холодным, как лед.

Этот жадный император, так любивший золото, в конце концов умер от голода и холода.



Три медведя

Л.Н. Толстой

Одна девочка ушла из дома в лес. В лесу она заблудилась и стала искать дорогу домой, да не нашла и пришла в лесу к домику.

Дверь была отворена. Она посмотрела в дверь, видит - в домике никого нет, и вошла.

В домике этом жили три медведя. Один медведь был отец, звали его Михаил Иванович. Он был большой и лохматый. Другой была медведица. Она была поменьше, и звали ее Настасья Петровна. Третий был маленький медвежонок, и звали его Мишутка.

Медведей не было дома, они ушли гулять по лесу.

В домике было две комнаты: одна столовая, другая спальня. Девочка вошла в столовую и увидела на столе три чашки с похлебкой.

Первая чашка, очень большая, была Михайлы Иванычева. Вторая чашка поменьше,была Настасьи Петровна. Третья, синенькая чашечка,была Мишуткина.

Подле каждой чашки лежала ложка: большая, средняя и маленькая.

Девочка взяла самую большую ложку и похлебала из самой большой чашки.

Потом она взяла средюю ложку и похлебала из средней чашки.

Потом взяла маленькую ложечку и похлебала из синенькой чашечки, и эта Мишуткина похлебка ей показалась лучше всех.

Девочка захотела сесть и видит у стола три стула: один большой, другой поменьше, и третий маленький с синенькой подушечкой.

Она полезла на большой стул и упала.

Потом села на средний, на нем было неловко.

Потом села на маленький стульчик и засмеялась - так было хорошо.

Она взяла синенькую чашечку на колена и стала есть.

Поела всю похлебку и стала качаться на стуле.

Стульчик проломился, и она упала на пол.

Она встала, подняла стульчик и пошла в другую горницу.

Там стояли три кровати: одна большая, другая средняя, а третья маленькая.

Девочка легла в большую - было слишком просторно.

Она легла в среднюю - было слишком высоко.

Она легла в маленькую- кроватка пришлась ей как раз впору, она заснула.

А медведи пришлй домой голодные и захотели обедать.

Большой медведь взял свою чашку, взглянул и заревел страшным голосом:
- Кто хлебал в моей чашке?

Мать, Настасья Петровна, увидел свою чашечку и зарычала не так громко:- Кто хлебал в моей чашке?

А медвеконок Мишутка увидел свою пустую чашечку и запищал тоньким голосом: - Кто хлебал в моей чашке и все выхлебал?

Отец взглянул на свой стул и зарычал срашным голосом: - Кто сидел на моем стуле и сдвинул его с места?

Мать взглянула на свой стул и зарычала: - Кто сидел на моем стуле и сдвинул его с места?

Медвеконок взглянул на свой сломанный стулчик и пропищал:- Кто сидел на моем стуле и сломал его?

Медведи пришли в другую горницу. -Кто ложился в мою постель и смял ее?- заревел отец страшным голосом.

-Кто ложился в мою постель и смял ее?- зарычала мать не так громко.

А медвеконок подставил скамеечку, полез в свою кроватку и запищал тонким голосом: - Кто ложился в мою постель?

И вдруг он увидел девочку и завизжал так, как будто его режут: Вот она, держи, держи. Вот она. Вот она. Ай-я-я-яй. Держи. -
Он хотел ее укусить. Девочка открыла глаза.

Она увидела медведей и бросилась к окну.

Окно было открыто, она выскочила и убекала.

И медведи не догнали ее.

LANGUAGE GAMES OR ACTIVITIES

Practicing Correct Usage

1. Concentration (9th grade)

(Group Quiet)

Purpose: To provide practice in recognizing grammatical errors in speech

Players: Group or class

Materials: Paragraph containing grammatical errors

Directions: The teacher reads an interesting paragraph containing several grammatical errors. Each student lists all the errors s/he hears in the order that s/he hears them. Papers are exchanged and corrected. The winner or winners (players who listed the most errors) are announced.

Adaptations:
1. Instead of grammatical errors, the paragraph could contain imcomplete sentences or mis-pronounced words.
2. Students could play this game in small groups, taking turns in reporting orally the errors they have detected.

2. A-OK (9th grade)

(Active Group)

Purpose: To provide practice in improving grammatical usage

Players: Group or class

Materials: List of correct and incorrect sentences prepared by the teacher

Directions: The group is divided into two teams. The teacher reads a sentence, and the first player on Team 1 either declares the sentence "A-OK" or corrects the grammatical error if there is one. Team 1 scores a point if the player is correct. Then a sentence is read to the first player on Team 2. Each player on each team is read one sentence to correct. The score is recorded on the chalkboard. The team with the most points wins.

Adaptations: Instead of grammatical errors, awkward construction or imcomplete sentences may be emphasized. Perhaps the sentences could be selected from the students' written work. A student, rather than the teacher, could read the sentences to the teams.

Cautions: If students read the sentences, earlier practice should help them to read clearly and with correct pronunciation.

Developing Vocabulary and Word Meaning

3. Chalk One Up! (9th grade)

(Active Group)

Purpose: To encourage vocabulary building through careful reading

Players: Group or class

Materials: Short story in a literature book; chalkboard and chalk

Directions: Players have been told to read the same short story outside class and to look up the meaning of all unfamiliar words. The group is divided into two or more teams. The teacher has made a list of all the sentences in the story that contain new or difficult words. S/he calls on the first player on Team 1, pronounces a word, then reads the sentence in which it is found. The player must define the word correctly to "chalk up" a point for the team. If incorrect, the first player on Team 2 is selected to define the word, and so on. When all the words have been correctly defined, the team with the most points wins. Score is kept on the chalkboard.

Adaptations: Students may write a list of words and definitions to be used in this game.

Cautions: Players should know the game rules before reading the story. This will motivate careful reading and dictionary use.

4. What's My Hobby? (9th grade)

(Active Group)

Purpose: To encourage vocabulary building through student hobbies

Players: Group or class

Materials: New words brought to class by students, chalkboard, stop watch (optional)

Directions: Each player brings to class three words connected with one of his or her hobbies. The words need not be new to the student, but he or she should select words which they feel will be unfamiliar to the majority of the class. The class is divided into two teams--boys against girls.

The first boy gives his three words, and the girls have fifteen seconds to guess his hobby and win one point. After they have guessed (correctly or incorrectly), the boy defines the three words. Then the first girl player gives her three words. The game continues in this manner until each player has given three words. The team with the most points wins.

Adaptations:

1. Players may give a definition for each or the three words and earn a point for each correct definition.

2. The hobby idea may be used in a speech unit. Players give brief, interesting talks about one of their hobbies. During the speech they introduce three or more new terms connected with their interest.

Cautions: If players know the rules before the game, they will try to choose words and hobbies unfamiliar to the opposite sex. (Example: Boys can bring terms used in baseball, coin collecting, model building, ham radio, photography, or mechanics. Girls can bring terms used in sewing, cooking, stamp collecting, roller-skating, record collecting, dancing, music, or flower-growing.)

5. Win an Oscar (9th grade)

(Active Group--Dramatization)

Purpose: To aid in the retention of new words

Players: Group or class

Materials: Watch with second hand, box containing ten new words printed on separate cards

Directions: The group is divided into two teams. The first member of Team 1 draws one card from ten cards on which are printed new words, then "acts out" the word. The player may use both pantomime and "make-believe" conversation. Team 1 has one minute to guess the word in order to win an "Oscar." The first card is returned to the box, and the first player on Team 2 then draws a card and acts out the word for Team 2. The game continues until several or all the words have been acted out and both teams have had an equal number of turns. A word may be dramatized more than once during the game, but the earlier dramatization cannot be repeated. The team with the most Oscars wins.

Adaptations: After several lessons on vocabulary building, more than ten words could be written on cards and placed in the hat or box.

Cautions: The ten new words should be presented, discussed, and studied before the game. To avoid confusion, the teacher should select words that differ and that can be easily dramatized. It may be necessary for some groups to write the ten words on the chalkboard for reference during the game.

Developing Communicative Competence

6. Communicative Situations

Directions to students:

a. A policeman and several passersby are talking to a little boy. He is crying and as you get closer you realize that the officer and the others are trying to find out who the boy is and where he lives. You notice that the child has a book in Russian clutched in his hand. What would you ask the boy in order to help the policeman out of his dilemma?

b. A newly-arrived exchange student from the Soviet Union is enrolling in your school or university. As you come into the office, you notice that the student cannot understand the secretary who seems totally incapable of making the student understand the information needed for the school records. What questions would you ask the student to help the secretary fill out the following form. (In Russian)

Name ________________________________ Telephone ____________
(last) first) (middle)

Current address ________________________________

Parent's name ________________________________

Parent's address ________________________________

7. Strip Story

Directions to students: Each of you has a strip of paper with the sentence of a story written on it. Memorize your sentence but don't let anyone else see it. Now throw your piece of paper away. See how quickly your group can put your sentences in order so that you have reconstructed the story. No English please!

8. Simulation/Role Playing

Students use situations which are defined by the teacher as the basis for role playing: e.g., "You have been caught speeding. Try to convince the officer that you shouldn't be given a ticket."

ADDITIONAL IDEAS FOR LEARNING ACTIVITIES

The following 21 activities are ideas which should help make language learning more natural and more enjoyable.

1. Have student identify items of clothing from pictures, then pass the pictures on to next student. If teacher begins with 10-15 different pictures, by the end of the time period, each student will have identified that many different items of clothing. You can challenge the students more if you set a time limit on how long they can hang on to each picture. Note: This can be done with parts of the body and other units, as well.

2. Have students do short "how-to" demonstrations in which proper use of the imperative is absolutely essential.

3. Have students create ads for a newspaper or magazine in which the imperative is again essential.

   Example: "Fly the friendly skies of United."

4. "You are There": Students take role of a reporter and famous historical personality. Reporter interviews famous person about what he/she did, why, how, etc. Proper use of tenses is crucial.

5. Have students consider different forms of letters. Show them and discuss with them samples of different forms/styles. Then have them write different kinds of letters varying the style according to the occasion--love letter, letter to Mother, letter to apply for a job, etc.

6. Charades: Teacher writes different proverbs on slips of paper. Each student draws one slip and tries to get other students to guess the proverb by acting it out.

7. Have students find examples of what Russian people do for recreation by finding articles or pictures in periodicals. Ask them to do a comparison between recreation in the United States and the Russian world.

8. Have students draw from selected topics, take a few moments to organize their thoughts, then give an impromptu talk on the selected topic.

9. Have students rewrite a well-known fable and legend in Russian. They will demonstrate their understanding of Russian culture by adapting the fable or legend to fit a Russian context.

10. Have students interview Russian speaking guests from the community. This can be done individually or by having the class listen in on an interview being conducted by a classmate. As a follow-up activity, have students write an article in which they summarize the highlights of the interview.

11. Have students listen to radio broadcasts from the Russian world. Follow up with a class discussion of the broadcast. See if students can make analogies, comparisons, etc., with historical events or cultural units previously encountered in lower levels.

12. Have students enact a play in Russian.

13. Have students "teach" students of lower levels either as tutors or as "teacher for a day." Be sure to review their lesson plans and offer assistance and supervision as much as possible. This can also be done with elementary school classes. High school students seem to enjoy working with younger students.

14. Have students organize and participate in a Russian speech festival with categories such as oral interpretation, oratory, impromptu, etc. This can be an inter-school as well as an intra-school activity. This is more applicable to upper levels.

15. Have the more capable students write original short stories or poems. Share them with the class.

16. Have students produce their own original filmstrips or slide shows on a Russian topic of their own choosing. They can write various scripts which may differ in terms of the audience.

17. Have students set up a dining table in class. Teach students the names for different eating utensils. Make up a set of cards on which you describe individual problems which one might encounter in a restaurant, e.g. "You dropped your fork. Ask the waiter for another one." A capable student or the teacher can play the part of the waiter. As the meal progresses, you ask a student to select a new card from the ones that remain. All conversations will be conducted in Russian as much as possible.

18. Have students do initial research and readings about the history of a part of the Russian world; let them do a pictorial history of the significant events, such as preparing a mural of its history.

19. Jeopardy: Divide class into teams. Teacher gives name of a person, place, or event. Students give the question that would give that answer.

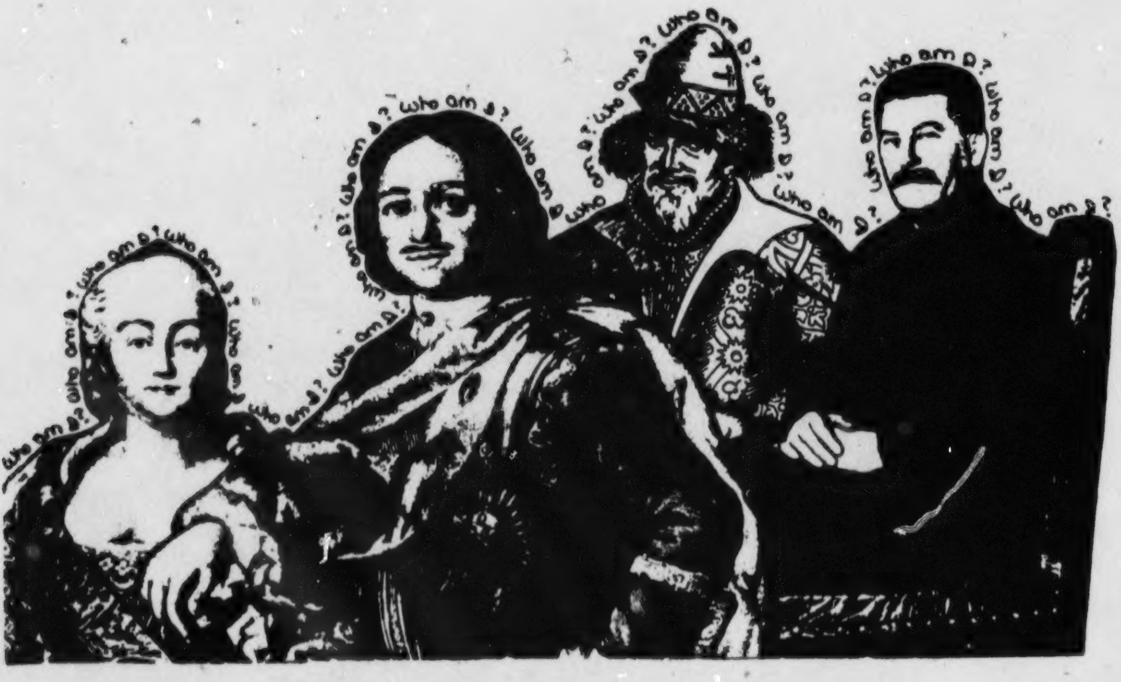
20. Who Am I? Upon entering the classroom, everyone receives a name tag of a famous person pinned on his back. Students ask questions of each other, in Russian, and try to determine their own identity. Limit answers to yes and no, especially for the lower levels. At the end of the game, the teacher asks questions like, "who wrote War and Peace?" And the student with Leo Tolstoy's name tag on his/her back would raise his or her hand.

21. Mixers. The teacher passes out a list of questions on information about students in the class. For example:

Who comes from Hawaii?
Who speaks French?
Who has 3 daughters?
Who has visited the Soviet Union?

Everyone scrambles, and walks around the room trying to find the answers by asking questions in Russian. The class regroups and finds out who has discovered all the correct answers.

22. Interviews. The teacher provides a list of questions. Each student takes a turn interviewing another, in pairs. When the pairs have finished interviewing each other, the group reunites and students introduce their partners to the class, telling something about each one. All interviewing and introducing, of course, is done in Russian.


Who am I?
Who am I?
Who am I?
Who am I?

CULTURAL ACTIVITIES

Short Lecture Presentation

Teachers can prepare in advance lecture presentations in which they discuss some characteristic of the Russian culture, e.g., Easter Festivities. They might describe similarities and differences between the ways Russians and Americans observe Easter.

A 'slice-of-life'

Teachers choose a small segment of Russian life and present it at the beginning or end of the class period. For example, they might bring a Russian calendar to class and compare it to an American calendar.

A Situational Problem

In this approach the teacher describes a situation in which the visitor to the Soviet Union commits a blunder. The students are asked to identify it.

Visuals or Realia

The teacher may use visuals or realia to bring out important cultural facts, either using a question-directed discussion approach or an inquiry method. For instance, the teacher can show a picture of a typical Russian house. Then, through questions, students can be led into important observations as to the differences between the Russian house and their own.

Films, slides, filmstrips, and photographs can also help stimulate students' interest in the Russian culture and provide them with a clearer perception of the Russian way of life.

Bulletin Boards

Bulletin boards can be a striking means of presenting cultural information. Pictures and art work carefully selected by the teacher can help students visualize the cultural element being described. Old magazines, newspapers, etc., are a rich source of pictures, cartoons, and articles for display.

Music and Dance

Russian folk music and dancing can be introduced by those teachers who have the ability and interest. To be successful the students need to become active participants in singing and dancing.

Students' Knowledge or Experience

Students' knowledge or experience can be used to complement the teacher's own cultural offerings to the class.

Minidramas or Miniskits

In this approach, the students incorporate the culture being learned into their actions as they perform in selected situations. Any time the students are acting out dialogs or role playing, the teacher should insist on the appropriate actions to fit the words being spoken. Video-taped minidramas or miniskits such as these can be used with future classes.

Culture Assimilators (for advanced students)

These consist of three parts:

1. a short passage demonstrating an intercultural exchange in which a misunderstanding occurs,
2. four possible interpretations of what transpired, and
3. feedback for the students as to the correct answer.

This is a means of developing insight into those differences between cultures that can cause misunderstanding and even hostility. This technique requires a great deal of familiarity with the Russian culture and a great deal of preparation.

Reports and Projects

Reading in the native language about the Soviet Union and its people provides a background of the target culture at a stage when most of the classwork is oral.

Community Resources

1. Native speakers can be invited to talk about the Russians in the Soviet Union or in the students' own country.

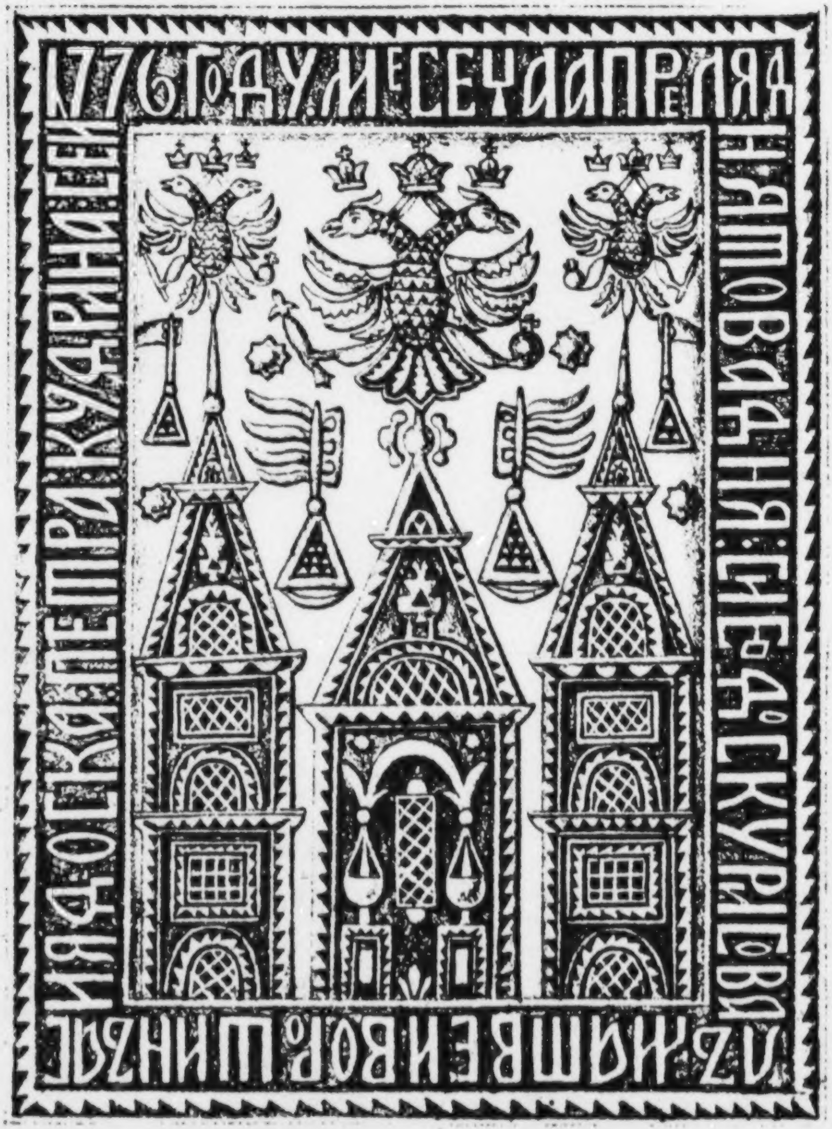
2. Tapes in Russian of real conversation (e.g., interviews, not prepared dialogs), descriptions of festivals, customs, etc., with Russian background music will be an aid to aural comprehension and could be used to supplement the regular language lab tapes, which presently are mostly pronunciation drills and readings from textbooks.

Language Festivals

These provide a day of games, programs, and activities in the second language.

Penpals and Tape Exchanges

These give students an opportunity to make personal contact with Russians of their own age. If the teacher has time and if the students do not mind, some of the interesting and informative letters can be shared in class.


1776 ГОДУ МЕСЕЦА АПРЕЛЯ

CHAPTER 9

Wooden gingerbread form showing traditional peasant motifs, 1776.

The Soviet Union is not only an immense country, but also a diverse one as well. There are some 110 nationalities within its boundaries, each having its own language, culture and cuisine. Included here are some dishes considered typically Russian, and a few representative of other republics. Recipes are included here for:

- Kulich
- Paskha
- Shchi
- Borshch Moskovskii
- Alexsander Torte
- Lobio Satsivi
- Kotlety Po-kyivskomu
- Pirozhiki

KULICH
Easter coffee cake with nuts and raisins

To serve 10 to 12

1 cup lukewarm milk (110°to 115°)
3 packages active dry yeast
1/2 teaspoon granulated sugar
1/2 cup sultana raisins
1/2 teaspoon powdered saffron
1/4 cup rum
2 cups confectioners' sugar
5 to 6 cups all-purpose flour
2 teaspoons salt
1 teaspoon vanilla extract
10 egg yolks, lightly beaten
1/2 pound unsalted butter, cut into small bits and softened
1/2 cup slivered or coarsely chopped toasted almonds
1/2 cup mixed candied fruits and rinds

Pour the milk into a small bowl and sprinkle in the yeast and granulated sugar. Let the yeast and sugar rest for 2 or 3 minutes, then mix well. Set in a warm, draft-free place (such as an unlighted oven) for about 10 minutes, or until mixture almost doubles in volume.

Soak the raisins in the rum for at least 10 minutes. With a slotted spoon transfer the raisins to paper towels to drain. Dissolve the saffron in the rum and set aside.

Combine the confectioners' sugar, 4-1/2 cups of the flour and the salt and sift them into a large mixing bowl. Make a well in the center, pour in the yeast- and-milk mixture, the vanilla, egg yolks and the reserved rum and saffron. With a wooden spoon, gradually incorporate the dry ingredients into the liquid ones. Stir until the mixture is smooth, then beat in the butter bits. Beat until the dough can be gathered into a medium-soft ball.

Place the ball on a lightly floured surface and knead, pushing the dough down with the heels of your hands, pressing it forward and folding it back on itself. Add up to 1-1/2 cups more flour, 1/4 at a time, until the dough is no longer sticky. Continue to knead for about 10 minutes, or until the dough is smooth, shiny and elastic.

With a pastry brush, spread 1 tablespoon of the softened butter over the inside of a large bowl. Set the dough in the bowl, dust the top lightly with flour and drape the bowl with a kitchen towel. Put it in the draft-free place for about 1 hour, or until the dough doubles in volume.

Combine the almonds, candied fruits and reserved raisins. Sprinkle them with 1 tablespoon of flour and toss them about to coat them evenly. With a single blow of your fist, punch the dough down in the bowl. Add the fruit mixture and knead vigorously until it is more or less evenly distributed throughout the dough.

Coat the bottom and sides of an empty can about 6 inches in diameter and 7 inches high (such as a 3-pound coffee can) with 2 tablespoons of the softened butter. Spread 1 tablespoon of the butter over a sheet of heavy brown paper about 22 inches long and at least 10 inches wide, and line the can with it, unbuttered side against the metal. Cut out a circle of brown paper slightly smaller than the diameter of the can, coat one side with the remaining butter and place it in the bottom of the can, buttered side up. With scissors, slit the paper liner that extends above the can down to the rim at 2 inch intervals. Fold the resulting strips down and tie them snugly into place with cord.

Place the dough in the can, drape it with a towel and set it in the draft-free place for about 30 minutes, or until it rises almost to the top of the can. Preheat the oven to 400° and bake the cake on the lowest shelf for 15 minutes. Reduce the temperature to 350° and bake for one hour longer. The cake will mushroom over the top of the can to form a cap. Remove from the oven and cool in the can for about 5 minutes.

To unmold the cake, turn the can on its side and remove the bottom with a can opener. Insert long knife into the bottom of the can between the paper and the metal and work the blade around the edge to loosen the cake.

Gently set the tin upright and, with the knife, carefully loosen the "mushroom cap" from the sides of the can, taking care not to break the cap. Untie and place it upright on a wire cake rack. Peel off the paper.

Icing: With a wooden spoon, mix together the sugar, water, and lemon juice and pour it over the the top of the warm cake, allowing it to run down the cake in thin streams.

The Russians prepare kulich for serving by first slicing off the mushroom cap and placing it in the center of a large serving platter. The cake is cut in half lengthwise and finally cut crosswise into 1 1/2 to 2 inch thick slices. The slices are then arranged around the top of the cake. A traditional accompaniment is pashka.

A sketch by Pushkin.

PASKHA

Easter cheese pyramid with candied fruit and nuts

3 pounds large-curd pot cheese
1/2 pound unsalted butter, softened
1/2 cup chopped candied fruits and rinds
1 teaspoon vanilla extract
1 cup heavy cream
4 egg yolks
1 cup sugar
1/2 cup finely chopped blanched almonds

Garnish:
1/4 to 1/2 cup whole blanched almonds
1/4 to 1/2 cup candied fruits and rinds

Drain the pot cheese of all its moisture by setting it in a colander, covering it with cheesecloth or kitchen towel, and weighting it down with a heavy pot or a small heavy board. Let the cheese drain for 2 or 3 hours. Meanwhile, combine the candied fruits and the vanilla extract in a small mixing bowl, stir together thoroughly and let the mixture rest for 1 hour. With the back of a wooden spoon, rub the cheese through a fine sieve over a large bowl. Beat the softened butter thoroughly into the cheese, and set aside.

Over high heat, heat the cream in a small saucepan until small bubbles form around the edge of the pan. Set aside. In a mixing bowl beat the eggs and sugar together with a whisk or a rotary or electric beater until they thicken enough to run sluggishly off the beater when it is lifted out of the bowl. Still beating, slowly add the hot cream in a thin stream, then return the mixture to the pan. Stirring constantly, cook over low heat until the mixture thickens to a custard-like consistency. Do not allow it to boil or it may curdle. Off the heat, stir in the candied fruits and set the pan in a large bowl filled with ice cubes covered with 2 inches of water. Stir the custard constantly with a metal spoon until it is completely cooled, then mix it gently but thoroughly into the cheese mixture and stir in the chopped almonds.

Although the Russians use a special paskha form in which to shape this Easter dessert, a 2-quart clay flower pot with an opening in the bottom is a good substitute. Set the pot in a shallow soup plate and line it with a double thickness of damp cheesecloth, cut long enough so that it hangs at least 2 inches over and around the top of the pot. Pour in the batter and fold the ends of the cheesecloth lightly over the top. Set a weight directly on top of the cheesecloth- perhaps a pan filled with 2 or 3 heavy cans of food- and chill in the refrigerator for at least 8 hours, or overnight, until the dessert is firm.

To unmold, unwrap the cheesecloth from the top, invert a flat serving plate on top of the pot and, grasping the two firmly together, turn them over. The paskha will slide out easily. Gently peel off the cheesecloth and decorate the top and sides of the cake as fancifully as you like with the almonds and candied fruits.

The paskha may be served alone, or spread in a thick layer on slices of kulich. This may be kept safely refrigerated for one week.

SHCHI

Cabbage soup

To serve 6 to 8

Beef stock:
1 pound fresh lean brisket of beef
5 pounds beef marrow bones, cracked
1 large onion, peeled and quartered
1 large carrot, scraped
2 celery tops, 6 sprigs of parsley, and 2 bay leaves tied together
1 tablespoon salt

Soup:
4 tablespoons butter
2 cups thinly sliced onions
1 1/2 pounds white cabbage, quartered, cored, then coarsely shredded
1 celery root, scraped and cut into fine strips
1 pound boiling potatoes, peeled and cut into 1/4 inch dice (2 1/2 cups)
4 medium tomatoes, peeled, seeded, and chopped
1 teaspoon salt
Freshly ground black pepper

Beef stock:

In a heavy 6- to 8- quart pot, bring the pound of beef, beef bones, and 4 quarts of water to a boil over high heat, skimming off any foam and scum as they rise to the surface. Add the onion, carrot, tied greens, and salt, partially cover the pot and reduce the heat to low. Simmer 1 to 1 1/2 hours, or until the meat is tender but not falling apart. Remove the meat from the pot with a slotted spoon, cut it into small dice and set dice aside. Continue to simmer the stock partially covered for about 4 hours longer. Then strain the stock through a fine sieve set over a large bowl, discarding the bones and greens. With a large spoon, skim off and discard as much of the surface fat as you can.

Soup:

Melt the butter in a 3- to 4- quart pot set over high heat. Add the onions, reduce the heat to moderate, and cook 8 to 10 minutes, or until they are soft but not brown. Stir in the shredded cabbage and the celery and parsley roots, cover the pot, and simmer over low heat for 15 minutes.

Pour in the meat stock and add the reserved diced beef. Simmer over moderate heat (partially covered) for 20 minutes and stir in the chopped tomatoes. Cook 10 minutes longer, then add the salt and a few grindings of pepper. Taste for seasonings. Serve hot.

BORSHCH MOSKOVSKII

Moscow-style beet soup

To serve 6 to 8

2 tablespoons butter
1/2 cup finely chopped onions
1 1/2 pounds beets, peeled and cut into strips 1/8 wide by 2 inches long
    (about 5 cups)
1/4 cup red wine vinegar
1 teaspoon sugar
2 tomatoes peeled, seeded, and coarsely chopped
2 teaspoons salt
Freshly ground black pepper
2 quarts beef stock (see shchi recipe)
1/2 pound white cabbage, quartered, cored and coarsely shredded
1/4 pound boiled ham, cut into 1 inch cubes
1/4 pound all-beef frankfurters, cut into 1/2 inch thick rounds
1 pound boiled brisket from the stock, cut into 1 inch cubes
4 sprigs parsley, tied together with one bay leaf
1/2 cup finely cut fresh dill or chopped parsley
1 cup sour cream

In a 6- to 8- quart pot, melt the butter over moderate heat. Add the onions and, stirring frequently, cook 3 to 5 minutes, or until they are soft but not brown. Stir in the beets, then add the wine vinegar, sugar, chopped tomatoes, 1 teaspoon of the salt and a few grindings of black pepper. Pour in 1/2 cup of the stock, cover the pan and simmer undisturbed for 50 minutes.

Pour the remaining stock into the pot and add the shredded cabbage. Bring to a full boil, then stir in the ham, frankfurters, and beef. Submerge the tied parsley and bay leaf in the soup, add another teaspoon of salt, and simmer partially covered for 1/2 hour.

Transfer the borshch to a large tureen and sprinkle with fresh dill or parsley. Accompany the soup with a bowl of sour cream, to be added to the borshch at the discretion of each diner.

ALEXSANDER TORTE

Raspberry-filled strips

To make about 4 dozen

1/2 pound unsalted butter, chilled and cut into bits
3 to 3 1/2 cups all-purpose flour
3 tablespoons sugar
1 egg
1 1/2 cups raspberry preserves (12 ounces)
2 tablespoons softened butter

White icing:
2 cups confectioners' sugar
1/4 cup cold water
2 teaspoons lemon juice

In a large mixing bowl combine the chilled butter, 3 cups of flour and the sugar and, with your fingertips, rub until the mixture resembles flakes of coarse meal. Beat in the egg and continue to mix until the pastry is smooth. Shape it into a ball, wrap it in wax paper, and refrigerate 1 hour, or until the dough is firm.

With the back of a spoon, rub the preserves through a fine sieve set over a 1-quart saucepan, then cook over moderate heat stirring constantly for 3 to 5 minutes, or until they dissolve into a thin puree. Set aside off the heat.

Preheat the oven to 250°. Cut the chilled pastry in half and shape each half into a rectangle. One half at a time, roll the pastry between two sheets of lightly floured wax paper into a rectangle approximately 10 inches wide and 15 inches long. With a pastry brush, coat each of the 2 cookie sheets with 1 tablespoon butter and sprinkle with flour, tipping the sheets from side to side to coat them evenly. Then invert the sheets and tap them against a hard surface to dislodge any excess flour. Use the wax paper to lift the pastry onto the sheets, Bake 40 minutes, or until the pastry begins to turn pale gold. Watch carefully for any sign of burning and regulate the heat accordingly.

With a metal spatula, spread the raspberry puree evenly over one sheet of the pastry, covering it completely and smoothly. Slide the second sheet of pastry gently onto the first.

With a spoon stir the sugar, water and lemon juice together in a large mixing bowl to form a thin paste. Spread the icing smoothly over the top layer of pastry with the spatula, and set the cake aside to cool to room temperature. With a small knife or pastry wheel, slice the Aleksander torte into strips 1 inch wide and 2 inches long.

LOBIO SATSIVI

String beans in walnut sauce from the Caucasus

To serve 6 to 8

1 cup chicken stock, fresh or canned
1/4 cup finely chopped onions
2 teaspoons finely chopped garlic
2 teaspoons imported sweet paprika
1 1/2 teaspoons salt
1/4 cup red wine vinegar
3 tablespoons finely chopped fresh coriander
1/4 pound walnuts, pulverized in a mortar and pestle, or ground in a nut grinder
1 pound fresh string beans, trimmed

In a large serving bowl combine the stock, onions, garlic, paprika, salt, vinegar, coriander, and walnuts and mix together thoroughly.

Over high heat, bring 3 quarts of lightly salted water to a boil in a 4- to 5- quart sauce pan. Drop in the string beans and boil them briskly, uncovered, for about 8 to 10 minutes, or until they are tender but still slightly resistant to the bite. Drain the beans in a colander, then add them to the walnut sauce. Toss together lightly but thoroughly; taste for seasoning and serve at once.

A Peasant Couple

KOTLETY PO-KYIVSKOMU
Chicken Kiev

To serve 4

4 whole fresh chicken breasts, 1/2 to 3/4 pound each, with or without the wing bone attached
12 tablespoons chilled unsalted butter (1 1/2 sticks)
2 eggs
Flour
2 cups dry fine, white bread crumbs
Vegetable oil for deep-frying
Freshly ground black pepper

Optional Seasoning:

1 teaspoon fresh, strained lemon juice
1 teaspoon finely cut fresh chives or tarragon
1 tablespoon finely chopped parsley
2 teaspoons salt
Freshly ground black pepper

Chicken Kiev is one of the great classic Soviet dishes that has achieved international fame. The traditional Ukrainian recipe calls for boned pounded chicken breasts - fresh, never frozen - rolled around fingers of unseasoned butter. Less traditional are the herb seasonings suggested above which add a note of interest to an otherwise bland, though typical dish.

To skin the chicken breasts, start at the pointed end of the breast, insert your thumb under the skin, and strip it off. Bone and halve the breasts. To prepare the chicken breasts with the wing attached, cut off the wing tip and its adjacent bone and leave only the short leglike bone attached to each breast.

Place the 8 halved breasts smooth side down on a cutting board. With a small sharp knife and your fingers, remove the small fillet from each breast. Lay the breasts and fillets, one pair at a time, on a sheet of wax paper. Cover the breast and fillet with a sheet of wax paper. With the flat side of a cleaver or metal meat pounder, pound them to a thickness of 1/8 inch. If holes appear in the flesh, overlap the edges of the tear slightly, cover the patch with wax paper, and pound gently until the meat joins together.

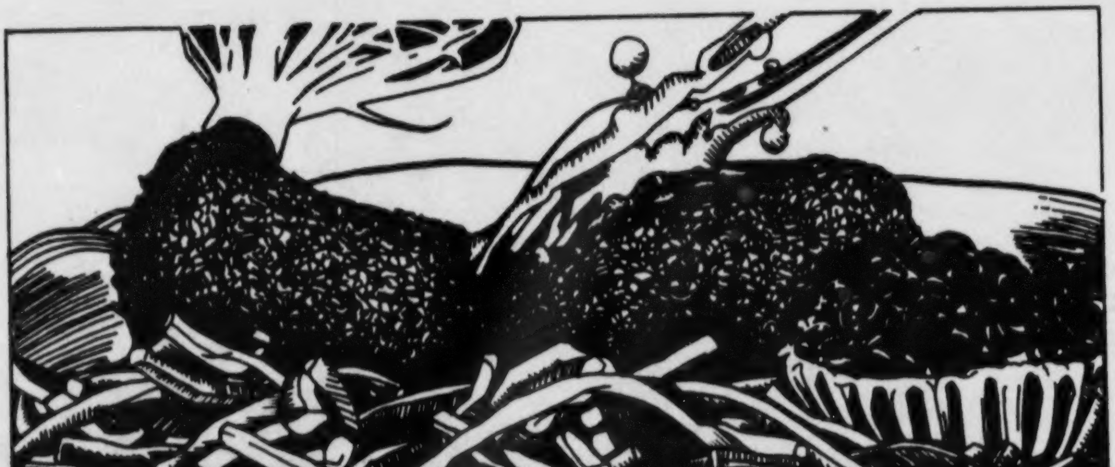
Cut the 1 1/2 sticks of butter into 8 equal parts. Shape each piece of butter into a cylinder about 1/2 inch thick and 3 inches long. Wrap them in wax paper and chill until firm. (Or cream the butter by mashing it against the side of the bowl with a wooden spoon and beating into it the optional seasonings. Chill until firm, after shaping as described above.)

To assemble the cutlets, gently peel off the wax paper and sprinkle the chicken lightly with salt and freshly ground pepper. Wrap the chicken breasts and fillets around the butter fingers.

In a small bowl, beat the eggs just long enough to combine them. Spread flour and the bread crumbs on two separate strips of wax paper and, one at a time, dip the cutlets into the flour. Shake each one gently free of excess flour and, cradling it in your palms, pat the cutlet into a long cylinder tapering slightly at each end. Now dip the cutlet into the eggs, making sure its entire surface is coated, and roll in the bread crumbs, again making sure it is thoroughly coated. Arrange the cutlets side by side on a platter and refrigerate for 1 or 2 hours before frying.

About 30 minutes before you plan to serve the chicken, preheat oven to 200°. Line a shallow baking dish with a double thickness of paper towels and place it in the oven. Pour enough oil to rise 3 or 4 inches up the side of a deep-fat fryer or a heavy saucepan into which a frying basket will fit. Set the pan over high heat until the oil registers 360° on a deep-fat thermometer. Fry the cutlets, 4 at a time, in the frying basket for about 5 minutes, or until golden brown, then transfer them with tongs or a slotted spoon to the lined baking dish. Fry the remaining cutlets similarly. The finished cutlets may remain in the low oven for no longer than 10 minutes before serving or they will lose their freshness and their butter may escape.

Traditionally, Chicken Kiev is served accompanied by peas and by Kasha or straw potatoes.



PIROZHKI
Small pastries filled with meat

To make about 40

Pastry:

4 cups all-purpose flour
1/2 teaspoon salt
16 tablespoons unsalted butter cut into 1/4 inch bits and chilled
(two 1/4 sticks)
8 tablespoons chilled lard, cut into 1/4 inch bits
8 to 12 tablespoons ice water

Pastry:

Combine the flour, salt, butter and lard in a deep bowl. With your fingers, rub the flour and fat together until they look like flakes of coarse meal. Pour in 8 tablespoons of ice water all at once and gather the dough into a ball. If it crumbles, add up to 4 tablespoons more ice water, a tablespoon at a time, until the particles adhere. Wrap the ball in wax paper, and chill for about an hour. On a lightly floured surface, shape the pastry into a rough rectangle 1 inch thick and roll it into a strip about 21 inches long and 6 inches wide. Fold the strip into thirds to make a 3 layered packet 7 inches long and 6 inches wide. Turn the pastry around and again roll it out lengthwise into a 21-by-6-inch strip. Fold into thirds and roll out the packet as before. Repeat this entire process twice more, ending with the folded packet. Wrap it in wax paper and refrigerate at least one hour.

Filling:

4 tablespoons butter
3 cups finely chopped onions
1 1/2 pounds lean ground beef
3 hard-cooked eggs, finely chopped
6 tablespoons finely cut fresh dill leaves
2 teaspoons salt
1/4 teaspoon freshly ground black pepper

Filling:

Over high heat, melt the butter in a heavy 10- to 12- inch skillet. Add the onions and, stirring occasionally, cook over moderate heat for 8 to 10 minutes, or until they are soft and transparent but not brown. Stir in the beef and mashing the meat with a fork to break up any lumps, cook briskly until no traces of pink remain. Grind the meat-and-onion mixture through the finest blade of a meat grinder(or, lacking a grinder, chop the mixture finely.) Combine the meat in a large bowl with the eggs, dill, salt, and pepper, mix thoroughly and taste for seasoning.

Preheat the oven to 400°. On a lightly floured surface, roll the dough into a circle about 1/8 inch thick. With a 3-to 3 1/2- inch cookie cutter, cut out as many circles as you can. Gather the scraps into a ball and roll out again, cutting the additional circles. Drop 2 tablespoons of filling in the center of each round and flatten the filling slightly. Fold one long side of the dough up over the filling, almost covering it. Fold in the two ends of the dough about 1/2 inch, and lastly, fold over the remaining long side of the dough. Place the pirozhki side by side, with the seam sides down on a buttered baking sheet. Bake for 30 minutes, or until golden brown. Serve with chicken or beef soup, on the zakuska table or presented alone as a first course.

CHAPTER 10

The following films, filmstrips, slides, tapes, and records are available for loan to high school teachers at:

Listening Center
Room 128, Sinclair Library
University of Hawaii at Manoa
Telephone: 948-7316

Eisenstein editing his film, Strike.

FILMS

1. Film 1756. Communism: the Soviet Model (motion picture). Joint Council on Economic Education, 1963. 30 minutes, sound, black and white, 16 mm.

   The economy of the Soviet Union is examined. A historical summary of the establishment and development of communism is presented in addition to description of basic characteristics of the economy.

2. Film 1757. How the Soviet Economy Works (motion picture). Joint Council on Economic Education, 1963. 30 minutes, sound, black and white, 16 mm.

   The decisions made in the economy of the Soviet Union by workers and managers do not follow directly from the existence on paper of a national economic plan drawn up by a central planning commission. A mechanism must exist which ensures the adoption of the plans and goals developed by the central body. This film examines the institutions which perform this function and the methods by which the members of the economy are motivated to carry out the goals of the planners.

3. Film 1758. Lessons from the -isms (motion picture). Joint Council on Economic Education, 1963. 30 minutes, sound, black and white, 16 mm.

   This film provides a framework for comparing different economic systems by using the Soviet and U.S. economies as a basis for comparison. It shows the differences between the two systems with respect to their methods of answering the basic questions of what to produce, how to produce it, for whom to produce, and at what aggregate level of production. The role of economic freedom is also considered.

4. Film H20. The World Turned Upside Down (motion picture). BBC-TV, London, 1968. Released in the United States by Time-Life Films. 80 minutes, sound, black and white, 16 mm.

   This is a documentary about the 1917 Russian Revolution. It uses film footage shot in Moscow and Leningrad and archival film and stills to show the events which led up to the Revolution and the aftermath of famine and desolation. It includes interviews with eyewitnesses.

5. Film 1617. Rainbow (motion picture). Kiev Studios. 135 minutes, sound, black and white, 16 mm.

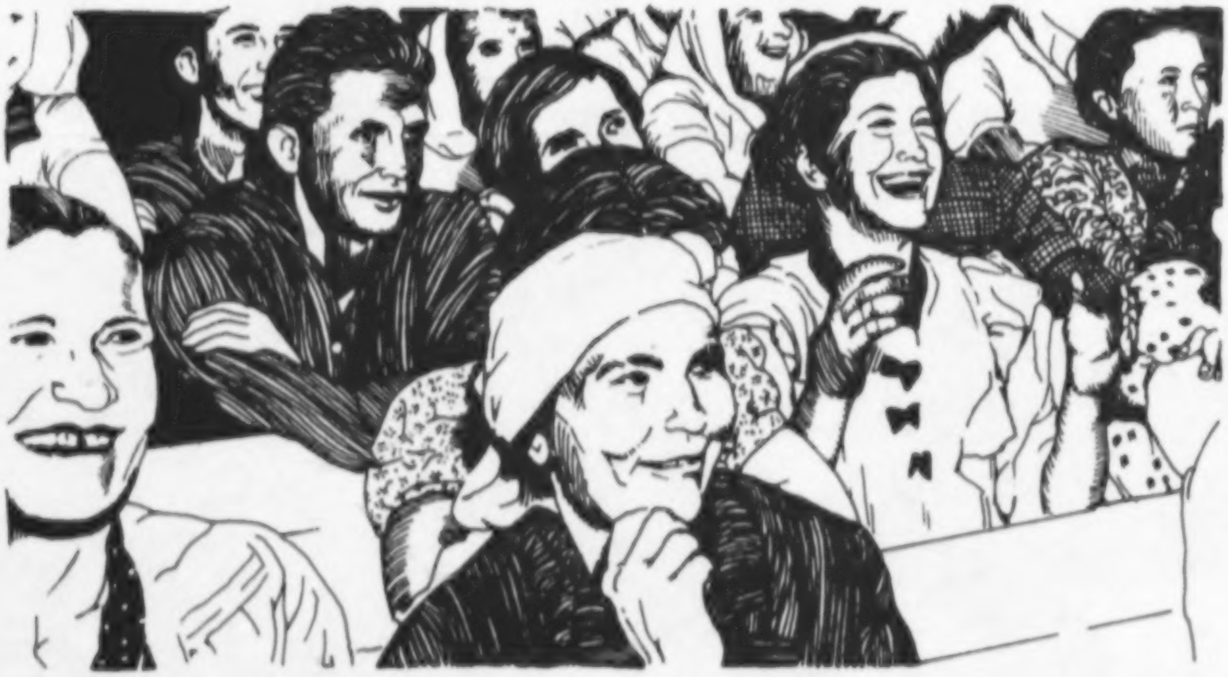
   This is a story of German occupation of a small town in Russia. It shows German cruelty and the final Russian revenge. This is based on a story by Wanda Wasilewska.

6. Film 1120. Religion in Russia (motion picture). International Film Foundation, 1968. 20 minutes, sound, color, 16 mm.

This film traces the history of five of the major religions of Russia, and discusses the status of religion today.

7. Film E99. Russia in World War I (motion picture). Granada Television, London, 1971. Released in the United States by Films Incorporated. 20 minutes, sound, black and white, 16 mm.

This film covers the Russian declaration of war on Germany in the First World War, a major defeat of Russia in its first battle, and the "no surrender" policy of the Tsar which contributed to his overthrow.



Drawing after a photograph in Arthur Goodfriend's If You Were Born in Russia.

FILMSTRIPS, RECORDS, SLIDES AND TAPES

1. Kit 114. Trip to Russia (filmstrip). Audio Lingual Educational Press. New York: Audio Lingual Education Press, 1975. 15 frames, color, 35 mm. and cassette.

   This a Russian-language teaching filmstrip. It describes a journey from White Russia to Moscow, to Leningrad, then to the Ukraine. It discusses the people, their life, their dress, and gives an account of the changing scenery.

2. Phonodisc 953. Russian Folk Songs (phonodisc). MeloJiyal Angel SR-40199, 1975. 2 sides, 12 inches, 33-1/3 rpm.

   The Ryatnitsky Chorus is featured.

3. Phonodisc 1650. Three Russian Folksongs, for Chorus and Orchestra. Sergei Rachnaninoff. RCA Red Seal, LSC 3051, 1958. 1 side, 12 inches, 33-1/2 rpm. microgrove, stereophonic. 13 minutes, 33 seconds, and 16 minutes, 40 seconds.

   The following are featured: John Shaw, bass-baritone; Cathedral Choir of St. Ambrose; New Philharmonic Orchestra; Igor Buketoff, conductor; sung in Russian. The program notes and English translation of the textare by Igor Buketoff.

4. Phonodisc 747. Russian Orchestral Masterpieces (phonodisc). Angel S35951, 1962. 2 sides, 12 inches, 33-1/2 rpm. microgroove, stereophonic.

   The following are featured: Polovtsian Dances from Prince Igor by Borodin, orchestra by Rimsky-Korsakov and Glazounov; A Night on Bald Mountain by Moussorgsky, orchestra by Rimsky-Korsakov; In the Steppes of Central Asia by Borodin, orchestra by Rimsky-Korsakov and Glazounov.

5. Slides 47. Russian Paintings (slide). A. C. Wright. East Providence, Rhode Island: Budek Films and Slides, 1972. 40,42 slides, color, 2 X 2 inches and 2 guides.

   These slides feature paintings and painters of the 19th and early 20th centuries.

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TEXTS

A-LM Russian Level I-III. Prepared by the staff of the Modern Language Materials Development Center. New York: Harcourt, Brace and World, Inc., 1963.

(Strictly audio-lingual approach to teaching Russian. This series is accompanied by taped drills.)

Berkett, G.A. *A Modern Russian Course*. New York: Oxford University Press, 1968.

(A basic course, on systematic and practical lines, with ample illustrative material.)

Brooke, Kenneth and James Forsyth. *Russian Through Reading*. New York: E. P. Dutton and Co., Inc., 1960.

(Designed for adult or teenage beginners who may need to work without a teacher. A limited aim: teach a reading knowledge, through continuous reading selections.)

Davis, Patricia Anne and Donald Vincent Opundek. *Making Progress in Russian--A 2nd Year Course*. New York: John Wiley and Songs, Inc., 1973.

(Designed for 2nd year college, but may be of some value to the teacher, especially the word formation examples at the end of each chapter.)

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(Based on audio-lingual principles and aimed at speaking proficiency within the framework of the traditional language program. Tape recordings are available and accompany written materials.)

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(Presupposes a student's good knowledge of grammar, although there are notes at the end of the book to explain some words, phrases, idiomatic expressions. Stories are arranged in order of increasing difficulty. Half of the text is from Soviet Literature; the other half from the classics.)

Fayer, Mischa H., Aron Pressman, Anastasia Feodorova Pressman. Simplified Russian Grammar. New York: Pitman Publishing Corp., 1957.

(A well-rounded grammar with connected and graded reading texts; conversational materials, exercises and drills, easily adaptable to varying student needs and a variety of approaches by the teacher.)

Fayer, Mischa. Basic Russian, Book One. New York: Pitman Publishing Corp., 1969.

(Provides audio-lingual drills to stress the structural elements of Russian.)

Fayer, Mischa H. Basic Russian, Book Two. New York: Pitman Publishing Corp., 1961.

(Intended for 2nd year student who has covered Fayer's Book One, or its equivalent. This text aims to increase fluency in oral expressions, develop skill in reading and aural comprehension, and extend understanding of fundamentals of grammar. Also the student will be acquainted with Russian life and culture, both past and present.)

Lipson, Alexander. Russian Course. Cambridge, Massachusetts: Slavica Publishers, Inc., 1968.

(Accompanied by a workbook, verb books and tapes.)

Pronin, Alexander. Seven Verbs a Day. Los Angeles: Laurence Publishing Co., 1971.

(Designed for intermediate and advanced students. May be used as self-study or supplementary classroom materials. Excellent aid for verbs of motion.

Scherer, George A. C.(ed.) Russian: Reading for Meaning. New York: Harcourt, Brace and World, Inc., 1967.

(Students should be able to read these selections easily after completion of 2 levels of classroom instruction. Structure and vocabulary are carefully controlled. There are marginal glosses and a complete Russian-English vocabulary.)

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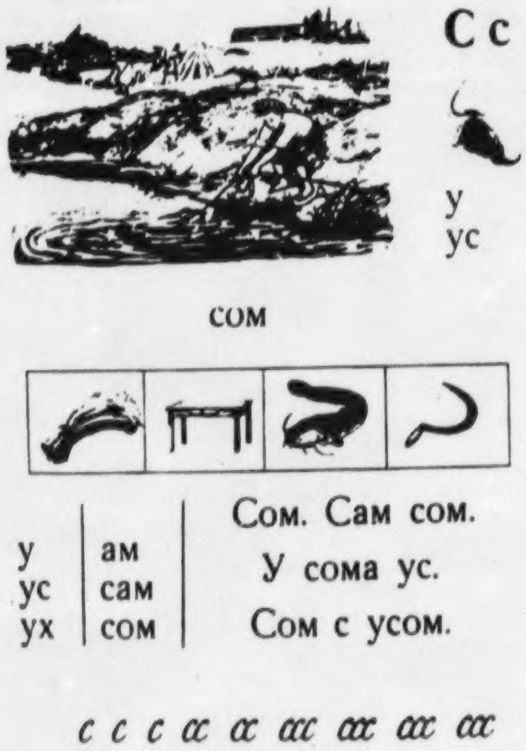
Stilman, Galina and Leon Stilman and William E. Haskins. Introductory Russian Grammar. New York: John Wiley and Sons, 1972.

(Combines traditional grammar approach with certain features of modern conversational and inductive method. This approach uses a great number and variety of pattern sentences, in addition to dialogues and reading passages. Tapes do accompany this text.)

Townsend, Charles E. Continuing with Russian. New York: McGraw Hill Book Co., 1970.

(Intermediate-advanced text for students who have been through a full-sized elementary text and have been exposed to basic morphological patterns and a first year vocabulary. This text can serve as an excellent reference book after the course is completed.)



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A page from an official Soviet primer.

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